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Curriculum Guideline

History and Contemporary Studies

Part D: Ontario Academic Courses

Ministry of Education
Ontario

The Honourable Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

1987

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Preface

This guideline outlines the expectations of the Ministry of Education for the development of history and contemporary studies courses in the Intermediate and Senior Divisions. It includes course outlines for the Ontario Academic Courses in history and contemporary studies.

History and Contemporary Studies, 1986 is divided into four parts:

– ***Part A: Policy and Program Considerations*** includes policy statements and recommendations for developing courses in history and contemporary studies.

– ***Part B: Intermediate Division*** provides directions for developing courses for Grades 7 to 10.

– ***Part C: Senior Division*** provides directions for developing courses for Grades 11 and 12.

– ***Part D: Ontario Academic Courses*** outlines the Ontario Academic Courses in history and contemporary studies.

This document supersedes the following guidelines:

Economics, Senior Division, 1971

History, Intermediate Division, 1977

History, Senior Division, 1970

Law, Senior Division, 1972

Man in Society, Senior Division, 1965

People in Politics, Senior Division, 1972

World Religions, Senior Division, 1971

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Introduction: Ontario Academic Courses

Ontario Academic Courses (OACs) are designed for students intending to go on to university. The OACs have rigorous academic standards and involve students in in-depth study. There are two history OACs, "Modern Western Civilization", which examines the main developments in knowledge, philosophy, politics, society, the arts, economics, and technology over the last two centuries, and "Canada in a North American Perspective", which explores similarities and differences in the parallel experiences of Canada and the United States.

There are four contemporary studies OACs. "Law" considers the law as a dynamic force in society and explores a variety of legal issues in depth. "Politics" examines how political institutions and systems operate and explores how individuals translate political knowledge, skills, and attitudes into a wide range of actions. "Economics" is outlined in the business studies guideline.[1] "Native Studies" is outlined in the guideline *People of Native Ancestry, Senior Division, 1981*.[2]

OAC	Course Code
History	
Modern Western Civilization	HWM
Canada in a North American Perspective	HCN
Contemporary Studies	
Law*	HLW or BLW
Politics	HPO
Economics*	HXE or BEC
Native Studies	HNA

*Courses identified by an asterisk (*) may form part of a school's social science or business studies program.

1. Ministry of Education, Ontario, *Business Studies: Economics, Senior Division and OAC, 1986* (Toronto: Ministry of Education, 1986).

2. Ministry of Education, Ontario, *People of Native Ancestry, Senior Division, 1981* (Toronto: Ministry of Education, 1981).

History

Modern Western Civilization

Canada in a North American Perspective

Modern Western Civilization

Rationale

"Modern Western Civilization" covers the main developments in knowledge, philosophy, politics, society, the arts, economics, and technology over the last two centuries and seeks to make students the full beneficiaries of our intellectual heritage. The course, which builds on the grounding in social and political history that students have acquired in previous history and contemporary studies courses, should enable students to understand and participate in the contemporary dialogue about human nature, values, and the community.

For many teachers and their students, the "ideas" approach, which presupposes a fundamental grasp by students of the impact of events and the role of individuals, has given the study of history a special fascination. An understanding of the ways in which ideas affect history and a grasp of key political, social, economic, and aesthetic concepts will prepare students for full citizenship in an exciting and changing world. The use of cognitive skills to process, communicate, and apply this knowledge will enhance students' active and thoughtful participation in society.

Aims

This course shall assist and encourage students to:

– develop knowledge of the main social and political institutions and intellectual currents in the West since the French Revolution, within a thematic framework;

– understand the contributions of significant individuals towards the shaping of the "modern" consciousness;

– become aware of the major changes in society and its institutions in the West in the last two centuries;

– develop self-confidence and self-esteem;

– increase their ability to use cognitive skills – particularly in the analysis of primary sources, critical reading, and the writing of research papers – to become independent learners, thinkers, and evaluators.

Units

1. The Enlightenment to 1789
2. The French Revolution to the Congress of Vienna (1789-1815)
3. Romanticism, Industrialism, Nationalism (1815-1848)
4. Nineteenth-Century Ideologies and Perceptions of Reality (1848-1880)
5. The Tradition Challenged (1880-1918)
6. The Search for Norms (1918-1945)
7. Themes of Our Times (1945-Present)

Special Considerations

Team teaching

"Modern Western Civilization" includes the study of literature, art, music, science, and technology. Teachers of this course should consult with teachers from other subjects and disciplines and invite them and others from the local community to visit the class to speak to the students.

Teaching strategies

It is assumed that in most classrooms teachers will employ a variety of standard instructional techniques, such as the Socratic lesson, the seminar, and the student presentation. The sample strategies outlined in the guideline, while not all-inclusive, are intended to supplement these traditional approaches by providing the teacher with alternative methods of dealing with a particular topic.

Evaluation

A number of assessment procedures should be used to evaluate student achievement in an OAC. Although teachers are encouraged to experiment with a variety of procedures, the following shall be included among them: daily classroom work, unit tests, and at least one formal examination, one research paper, one seminar presentation, and one independent study unit.

Course design

This course examines a number of the major themes and concepts that are relevant to the study of the last three hundred years of Western civilization. Each unit has been subdivided under thematic and content headings. While all the units are prescribed, no course of study should attempt to include all of the material in the course.

When planning courses of study in "Modern Western Civilization", teachers must use the five themes listed as the focus of the course of study. All five themes are to be introduced in unit 1. Teachers may select and emphasize a variety of concepts and content; however, it is expected that in units 2 through 7, each of the themes will be examined, in depth, at least once. Where it seems appropriate to do so, teachers may vary the order in which themes are presented. The sample course design on pages 12-13 suggests one way in which the course could be structured to meet these requirements.

Themes in Modern Western Civilization

- The Individual and the Community (including social institutions and the state)
- Humanity and Nature
- Economy and Technology
- Values (ethics: personal, social, political)
- Arts and Society (including art, architecture, literature, and music)

Concept Chart: Modern Western Civilization

A study of modern Western civilization requires an understanding of a number of important concepts. While it is desirable that students be familiar with as many of these ideas as possible, it is not essential to deal with all of them.

The following chart lists various concepts that could be incorporated into the course and suggests units where their introduction would be appropriate. This list is not intended to be comprehensive, and it is expected that individual teachers will add other concepts that they deem appropriate or necessary.

Unit	Concepts	
1.	scientific revolution	mercantilism
	absolutism	social contract
	classicism	
2.	rights of man	conservatism
	revolutionary process	liberalism
3.	romanticism	utilitarianism
	industrialism	nationalism
4.	capitalism	social Darwinism
	socialism	realism
	Marxism	naturalism
	evolution	
5.	imperialism	the unconscious
	impressionism	expressionism
	relativity	cubism
6.	social democracy	totalitarianism
	communism	the Holocaust
	fascism	
7.	mass culture	the global village
	human rights	the nuclear arms race
	environmentalism	urban renewal
	existentialism	the welfare state
	feminism	

Sample course design:
Modern Western Civilization

Units	Enlightenment to 1789	French Revolution to Congress of Vienna (1789-1815)	Romanticism, Industrialism, Nationalism (1815-1848)	Nineteenth-Century Ideologies and Perceptions of Reality (1848-1880)	Tradition Challenged (1880-1918)
Themes					
Individual and Community	I	M	m	M	m
Humanity and Nature	I			m	m
Economy and Technology	I		M		
Values	I	m	m	m	m
Arts and Society	I	m	m	m	M

I – Introduction to theme
M – Major theme
m – Minor theme

Prerequisites – the successful completion of the requirements for a Senior Division social science credit at the advanced level of difficulty

Credits – one

Course Code – HWM

Search for Norms (1918-1945)	Themes of Our Times (1945-Present)
M	m
	m
	m
m	M
	m

Major Objectives

Cognitive skills

Students should extend the cognitive skills acquired in the Senior Division and outlined in Part A, Appendix C, of this guideline. In addition, they should develop the ability to:

– utilize such library and archival resources as card catalogues, indexes to periodicals, vertical files, microfiche collections, computer data banks, and audio-visual collections;

– effectively present researched material using charts, graphs, photo essays, videotapes, and computer programs;

– create and follow a comprehensive research or problem-solving plan designed to investigate a historical event or issue;

– use primary source material to recreate the persona of a historical figure;

– write a major research paper based on primary and secondary source materials;

– write a short document analysis, book review, critique, editorial, or other such expression of opinion, based on evidence;

– analyse primary source materials, including print, photographs, films, and artifacts;

– compare primary sources dealing with the same topic.

Attitudes

Students should develop:

– awareness of the need to analyse a past society in terms of its own time and place;

– appreciation of the value both of the cognitive skills used in historical research and of the skills needed for effective communication;

– awareness that a knowledge of the past is necessary to an understanding of the present;

– awareness of the complexities of the historical past;

– acceptance of the need to undertake the tasks of a disciplined and rigorous approach to historical study;

– appreciation of the interdisciplinary nature of historical studies;

– awareness of their own values and the values of historians;

– awareness that the arts can reflect a civilization and can be a significant source of historical information;

– awareness of the complexity of the inner self;

– the ability to enjoy abstract thinking, assessing divergent ideas and interpretations, and solving personal and academic problems.

Knowledge

Students should develop an understanding of:

– the meaning of the following terms: scientific revolution, classicism, rights of man, revolutionary process;

– ways in which tradition and inherited institutions can combine with environment to influence people;

– the importance of the Enlightenment;

– various models of the revolutionary process and their application to one or more revolutions;

– the nature of conservative and liberal responses to revolution;

– the extent to which a particular revolution realized its ideals;

– the impact of major individuals and ideas on the development of values;

– ways in which some artists and musicians have represented and interpreted society in their work;

– various expressions of nationalism and their impact on Western civilization;

– the nature and impact of industrialism;

– the social, economic, and political principles or assumptions upon which Marxism, socialism, and social Darwinism are based;

– the relationship of selected specific ideologies to economic and social phenomena;

– the extent to which these selected specific ideologies were (or are) complementary and/or conflicting;

– ways in which new theories of science, technology, and philosophy can bring change;

– ways in which values, ideals, art, and music combine with environment to influence people;

– the meaning of the following terms: communism, fascism, totalitarianism, the Holocaust;

– the effects of conflicting ideologies on events in the first half of the twentieth century;

– the nature of the challenge to Western liberal democracy;

– the major scientific and technological developments since 1945, and major figures in these developments;

– the debate about the benefits and drawbacks of increased scientific knowledge and advanced technology.

Unit 1.
The Enlightenment to 1789

Description

In this unit students explore the origins, impact, and some immediate consequences of the revolution in ideas and attitudes known as the Enlightenment. During the eighteenth century, philosophers, scientists, artists, and many who governed believed they were part of a new era – an "Age of Enlightenment" – marked by unlimited progress in most fields of human activity. This age was ushered in by a scientific revolution that changed humanity's perspective on the heavens, the earth, and the place of humans in relation to nature. New thinking about the state ranged from the acceptance of the authoritarian, dynastic state in France to the attempt to implement ideas about rights and revolution in some of Britain's American colonies. Above all, the Enlightenment was an increasingly secular period that saw a waning of religious influence in ideas about values, beauty, and the place of the individual within society.

Themes and content	Sample teaching and evaluation strategies
The Individual and the Community	– Have students develop an oral presentation on the lifestyle at Louis XIV's court;
a) The dynastic state	– have students analyse the concept of the "divine right of kings" espoused by James I and/or Louis XIV's concept of absolutism and contrast them with the rights of the individual as stated in the Declaration of Independence.
– Louis XIV and absolutism	
b) The individual and authority	
– Jefferson, Madison, and the American Revolution	
Humanity and Nature	– Have students write a document analysis of a primary source (e.g., an excerpt from Bacon's *Novum Organum*) in which they identify the author's perspective and thesis, the intended audience, and the significance and impact of the document;
a) The scientific revolution	– have students prepare a dramatic reading or role-playing situation based on a primary source (e.g., Bertolt Brecht's *Galileo*). Student role playing should be evaluated on the basis of comprehension of role and active participation. In subsequent role playing students begin to research and write scripts;
– the Newtonian model of the universe	– discuss with students the value of a dramatic reconstruction as a method of approaching a historical investigation.

Themes and content	Sample teaching and evaluation strategies
Economy and Technology	
a) The state and the economy b) The marketplace and the "invisible hand"	– Have the class examine the concept of state control of the economy *versus* the concept of free enterprise and organize a debate on the topic; each student's performance in the debate should be evaluated on the basis of depth of analysis, consistency, style of presentation, and ability to deal with the opposing arguments.
Values	
a) The value of freedom – the Enlightenment attitude	– Discuss with students the eighteenth-century values of "freedom", the individual, and the rule of law and ask them to compile a list of values present in modern society; – have students consider the limitations of the eighteenth-century value of freedom from the perspective of women (e.g., Mary Wollstonecraft); – have students deliver an oral comparison between values today and those common in the eighteenth century. Both the content and the style of delivery should be evaluated.
Arts and Society	
a) Classicism – architecture – art – music	– Show slides of paintings from this period and have students write an analysis of how the values of eighteenth-century society are reflected in its art; – have students write brief diary accounts of life at Versailles from the perspectives of (i) a courtier, (ii) a servant, and (iii) a peasant. The accounts should be evaluated for their effectiveness in illustrating the period.

Unit 2.
The French Revolution to the Congress of Vienna (1789-1815)

Description

In this unit students examine events that mark the beginning of the "modern" period in the West, the transformation (initiated by the French Revolution of 1789) from a hierarchical, aristocratic culture and society to a civilization concerned with classes, masses, and rights. Constitutionalism became a part of the political dialogue, as conservative, liberal, and other solutions were sought to the dilemma of integrating the individual into the new secular state. Artists painted differently and reflected on the individual's relationship with society. It was a period in which European countries and the Americas fought numerous wars, yet there was a feeling of optimism and the sense that humanity was making progress in its efforts to build a better society.

Themes and content	Sample teaching and evaluation strategies
The Individual and the Community	
a) The "rights of man"	– Examine with the class the revolutionary process and present several models of revolution based on the theories of noted historians. Students then write short papers describing various models of revolution and applying them to a specific revolution;
b) Forms of rule: limited/constitutional and absolute/arbitrary	– have students develop seminar presentations on various historians' positions on the concept of revolution and follow the presentations with a general discussion of the topic. Seminar presentations should be evaluated on the basis of quality of analysis of document, fluency of presentation, and participation in the general discussion;
	– have students compare the sources of power on which rulers have based their claims to legitimacy;
	– have students compare the style of rule of one or more leaders of this period (e.g., Napoleon, Metternich, Catherine the Great, George Washington). Students then identify and describe contemporary examples of different styles of rule.

Themes and content	Sample teaching and evaluation strategies
Arts and Society a) Perceptions of a society in transition – the individual artist and popular culture	– Have students analyse a piece of art or music in relation to the artist's or musician's frame of reference. Works of such artists and musicians as Hogarth, Kauffmann, Goya, David, Cruikshank, Handel, and Mozart may be used; – after students have had the opportunity to view a particular painting, have them write a paragraph describing the scene/ event illustrated from the point of view of one of the characters depicted. The description of the event and the degree to which students assumed the chosen individual's viewpoint should be evaluated. It should be noted that this skill is essential for the development of role-playing techniques; – have students identify past and present examples of songs, cartoons, or paintings that have been used as propaganda during a time of revolution; – examine with students the predominance of France, especially Paris, in the history of nineteenth-century painting and have students determine why European artists migrated to Paris.
Values a) Optimism, progress, and perfectibility	– Consider with the class the idea that the new value in this period was a growing optimism based on the belief that human progress could continue without end and that human perfectibility was possible. Working in small groups, students then discuss the extent to which they and those around them share this optimistic belief in progress and perfectibility; – have students write a paper relating the spirit of optimism and the concept of progress to developments in European societies during this period. Papers should be evaluated on the basis of how clearly and persuasively the students have established the importance of the belief in progress.

Unit 3.
Romanticism, Industrialism, Nationalism (1815-1848)

Description

In this unit students investigate the development and impact of the major intellectual, social, and economic upheavals of the first half of the nineteenth century. In the West, the nineteenth century was a period marked by a keen awareness of change, a sense that the world was altering rapidly, and a feeling that these transformations had to be understood in new ways. A major ideological response was the movement that has come to be known as romanticism, a movement that rejected the rational approach of the Enlightenment to emphasize quite different attributes of personality and attitudes towards human nature. At the same time, the social and economic context was becoming increasingly "modern". By the end of the century, the Industrial Revolution had drastically transformed modes of work and life in the West and produced a level of prosperity hitherto unknown. Nationalism, the most influential ideology of modern Western civilization, was taking shape in this context, as new ideas about the relationships between the individual, society, and the state were being formulated.

Themes and content	Sample teaching and evaluation strategies
Values	
a) Wordsworth and the new poetry – childhood and youth in Romantic literature b) Goethe and the tension between rationality and feelings c) The growth of interest in the "dark" side of human nature d) The religious revival	– Have students compare readings from Wordsworth with examples from the work of Coleridge or Shelley; – develop with the class a list of characteristics of the Romantic period. Such themes as nature, youth, emotion, idealization of women, dreams, the remote, and the study of evil should be included; – present students with a sight passage of poetry from the period and have them identify one or more of the main themes of romanticism in it; – have students discuss the extent to which the present age is one of romanticism or rationalism. Students' knowledge of romanticism and their ability to relate its features to those of the present day should be evaluated.

Themes and content	Sample teaching and evaluation strategies
Arts and Society a) Nature in art – Friedrich – Delacroix – Turner – Constable b) Music and the Romantic sensibility – symphonies – operas	– Show slides of some major pieces of art of the period (for example, Delacroix's *Liberty Leading the People*, Turner's *Rain, Steam, and Speed – the Great Western Railway*) and have students identify the Romantic characteristics in each one; – have students develop a comparative analysis of different art forms of the Romantic period. Students' ability to identify the hallmarks of romanticism in particular examples from a variety of art forms should be evaluated; – use slides or pictures of the Brandenburg Gate in Berlin, the Paris Opera House, and the British Houses of Parliament in London to describe the Romantic characteristics in architecture; – have the class discuss the following: "No art form rests so solidly upon a social basis as does architecture, whose main purpose is to satisfy some social purpose, such as worship, entertainment, business, industry, or family life." Students then use local examples to illustrate their opinions.
The Individual and the Community a) The "volk" and community b) Nationalism – society as identity – the state as a moral entity – revolutionary nationalism (e.g., Mazzini and liberal nationalism in Italy) – pan-nationalism (e.g., pan-Slavism) – integral nationalism (e.g., Ireland, the Basques)	– Have the class discuss the extent to which romanticism was a cause of nationalism; – have students compare the views of two philosophers on (i) the nature of the state and (ii) the role of the state; – have students compare the liberal/revolutionary nationalism of Mazzini with the "blood-and-iron" paternalistic approach of Bismarck; – have students write brief descriptions of key concepts in this unit (e.g., "volk", nationalism, utilitarianism).
Economy and Technology a) The urbanization of life – statistics – living conditions b) The theory of industrialism – utilitarianism c) The debate over industrialism – by contemporaries – by historians	– Have students present a docudrama of urban life in England during the Industrial Revolution. Students' performance in the docudrama should be evaluated on the basis of effort, accuracy, interaction, explanation, and class response; – have students compare the impact of mechanization on the nineteenth-century work force with the impact of the computer on workers today; – have the class discuss the validity of differing interpretations of the Industrial Revolution; – have students (i) select and (ii) debate an industrial issue of importance to nineteenth-century England.

Unit 4.
Nineteenth-Century Ideologies and Perceptions of Reality (1848-1880)

Description

In this unit students examine the rise of new ideologies and the modification of older ones in the mid- to late-nineteenth century. Socialism, evolution, positivism, realism, utilitarianism: these mid-nineteenth-century ideas changed the way people perceived their world and related to it. Western civilization experienced a multiplicity of new theories about humanity in society, about the individual's relationship to nature, and about ways of implementing social and political ideas. Many of these ideas are still part of the way we see, feel, and understand our world. Beliefs about the uses of "science", the works of the realist novelists and artists, the idea that a social science can help us comprehend society and shape public policy, and the formulations of Darwin and Marx remain keys to our present-day perceptions of humanity and society.

Themes and content	Sample teaching and evaluation strategies
The Individual and the Community	– Have students relate the industrialization of western Europe in the nineteenth century to the impetus given to the revolutionary aspirations of the middle class, the labouring classes, women, and peoples of similar culture and tradition;
a) Liberalism – utilitarianism – the virtues of democracy – the ambiguity of state power – nation making	– have students discuss the extent to which a traditional liberal like John Stuart Mill would approve of a modern political party's election platform;
b) Marxism and socialism – the critique of liberalism and conservatism – proletarian revolution and class struggle – anarchism – socialism: (i) Christian socialism; (ii) democratic socialism – pluralism – the importance of studying history	– have students read Pierre Elliott Trudeau's address following the proclamation of the War Measures Act and discuss the relationship of the individual to the state and the paradox of using state authority to protect the freedom of the individual. Students then research editorial comments at the time of the October Crisis; – have students analyse excerpts from a primary source (for example, John Stuart Mill's *On Liberty*, Lincoln's Gettysburg Address, de Tocqueville's *Democracy in America*, Harriet Martineau's *Society in America*, or Marx's *Communist Manifesto*) to identify the philosophy it represents and assess its coherence, consistency, and relevance to the theme of "The Individual and the Community"; – have students discuss Marx's view of history and consider why Marx and Engels dismissed liberalism as a vehicle for significant reform; – have students write a short paper or give an oral presentation to illustrate how the *Communist Manifesto* might have been reported or reviewed by a conservative, liberal, or radical newspaper.

Themes and content	Sample teaching and evaluation strategies
Humanity and Nature a) Darwinian science – the theory of evolution as described in *The Origin of Species* – Darwinism and religion – agnosticism – social Darwinism	– Have students contrast the conception of the universe postulated by Darwin with the cosmologies associated with Newton and the Bible; – have students investigate the extent to which Darwinian science and Christian theology were in conflict. Students then examine the ways in which some Christian theologians attempted to reconcile the two; – have students relate social Darwinism to the development of racism and imperialism; – have students write a paper illustrating the ways in which Darwinian science was applied to (i) government, (ii) economics, (iii) foreign policy; – have students write a short paper examining one or more treatments of the evolution debate for bias.
Values a) Positivism	– Introduce students to the philosophy of positivism (the belief in the existence of fixed natural laws, which, once discovered, reveal causal relationships that could be applied to society). Students then investigate why this belief was rendered obsolete by modern physics; – have students write an essay briefly describing the emergence of sociology as a science and discussing the extent to which society can be scientifically studied.
Arts and Society a) Naturalism and realism in art and literature	– Have students examine a brief literary passage (e.g., a selection from Balzac, George Sand, Flaubert, George Eliot, Dickens, or Dostoevsky) or a piece of art (e.g., a painting by Lady Elizabeth Butler, Francisco de Goya, or Honoré Daumier) and consider how it reflects its time; – have students discuss the role of ridicule or satire as a method of social criticism and attempt to draw conclusions about both the "correct" degree of latitude satirists should be granted and the limitations of the strategy. Students could bring in appropriate examples of contemporary political cartoons; – after explaining that Daumier's *Gargantua* was a caricature of Louis Philippe and that it resulted in Daumier's arrest and imprisonment for six months, have students examine the sketch and write, in the first person, a letter from Daumier explaining why the publication of *Gargantua* led to his being jailed. Letters should be evaluated on the basis of their depth of analysis of *Gargantua*, of Daumier's motives in writing the letter, and of French society in the 1830s.

Unit 5.
The Tradition Challenged
(1880-1918)

Description

In this unit students explore the watershed between the nineteenth and twentieth centuries, a period in which "traditional verities" were beginning to be questioned in exploratory ways. Beginning in optimism and ending in the most destructive war that had yet been fought on the planet, the decades around the turn of the century abound in ambiguities and questions. These would later lead to the inauguration of "modernism", a movement characterized by an intense concern with re-examining basic concepts, developing new styles of art and thought, and absorbing what seemed useful in tradition while challenging old assumptions. Much was inverted: what had seemed good and right – imperialism, for example – now appeared, to some people, arrogant and destructive; and what had seemed unquestionable – for instance, nineteenth-century beliefs about progress – now was regarded as naïve and simplistic. Human beings began to look inside themselves rather than to external nature. The psychology of Freud, the physics of Einstein, and the new art of Van Gogh and Picasso transformed how we perceive and interpret the world.

Themes and content	Sample teaching and evaluation strategies
Values	
a) The European order	– Have students compare Lenin's *Imperialism, The Highest Form of Capitalism* with Western viewpoints on imperialism;
b) Imperialism	– have students examine the problems underlying the apparent stability of the ruling classes in 1914;
c) The Americas: the Western tradition	– have the class discuss the differences between European and American imperialism during this period;
d) World War I: disenchantment	– have students identify the mood of disenchantment in a poem like Rupert Brooke's "The Dead", or Wilfred Owen's "Dulce et Decorum Est".

Themes and content	Sample teaching and evaluation strategies
Humanity and Nature a) The response of science to the concept of relativity b) The irrational dimension in human nature – rejection of tradition – introduction of "the unconscious"	– Have students consider (i) how progress was viewed during this period, and (ii) how Freud and Einstein expanded our understanding of human nature.
The Individual and the Community a) The challenge to the notion of community	– Have students read excerpts from Émile Zola's letter beginning "J'accuse" and develop a hypothesis about the reasons for Zola's strong impact on his contemporaries' ideas about the relationship between the individual and the community.
Arts and Society a) Developments in the visual arts – post-impressionism – expressionism – fantasism – cubism – non-objectivism – Dadaism b) Developments in music	– Have students make "artists' scrapbooks" containing examples of art that reflect the concerns and issues of this period; – have students compare the images conveyed through the music of the period (e.g., works by Debussy, Ravel, Schoenberg) with those depicted in the visual arts (e.g., paintings/drawings by Cassatt, Van Gogh, Cézanne, Rousseau, Braque, Picasso, Kandinsky); – have students bring in examples of contemporary music to play for the class and ask them to explain how the music and lyrics reflect today's society.

Unit 6.
The Search for Norms
(1918-1945)

Description

In this unit students explore how turn-of-the-century scepticism was heightened by conflicts, disasters, and brutalities on a previously unimagined scale to produce the attitudes and ideologies most characteristic of twentieth-century thought. For many who lived in the first half of the twentieth century, World War I (called "the Great War" by contemporaries) seemed to inaugurate more than three decades of turmoil bounded by two major conflagrations. In the search for solutions to society's problems, traditional Western liberal democracy was challenged by the establishment of communist and fascist states, each claiming to be the wave of the future. The literature and art of the time ruthlessly re-examined human nature and consciousness. Pessimism about the civilization of the West replaced the heady optimism that had marked the Enlightenment. The validity of traditional values, institutions, and beliefs was deeply questioned as humanity searched through philosophy, literature, and art for ways to comprehend both its own nature and the implications for civilization of two global wars, the Great Depression, and the Holocaust.

Themes and content	Sample teaching and evaluation strategies
The Individual and the Community	
a) The establishment of communism	– Have students compare the various interpretations and applied models of communist theory and construct a comparative chart illustrating the similarities and differences among the models;
– Lenin and ideology	
– organization of the party and the state	– have students diagram the political structures of Mussolini's Italy and Franco's Spain;
– communism and its supporters and sympathizers in the East and the West	– have students research and compare the values espoused by Mussolini and Franco;
b) The growth of fascism	– have students work in groups to create an information campaign that could have countered the Nazi platform. A creative approach using posters, videotapes, radio commercials, and so on, should be encouraged;
– Mussolini and the "corporate state"	
– Nazism and racism in Germany	– have students discuss why fascism appealed to some people in Britain and France;
– fascism and its supporters and sympathizers in the West and in Japan	– use written descriptions and/or films and slides to examine the background, the progress, and the horrors of the Holocaust;
c) The defence of the Enlightenment tradition	
– making democracy viable	
– defending the values of democracy	
– democracy, the state, and the economy	

Themes and content	Sample teaching and evaluation strategies
The Individual and the Community (cont'd.)	
d) Ideas in conflict: World War II	– if possible, invite a survivor of a concentration camp to talk to the class about his or her experiences and to answer student questions; – have students read a book written by a survivor of the Holocaust and prepare book reports describing (i) how the author was affected by the experience, and (ii) how they (the readers) were affected by the book; – have students discuss current examples of persecution of racial and/or minority groups; – have students graph the impact of government intervention on the business cycle; – have students compare theories about state intervention in the economy (e.g., Keynesian theory *versus* the ideas of Adam Smith); – have students work in groups to analyse documents from this period and submit written analyses that include an explanation of the author's perspective and thesis, an evaluation of the strength of the thesis, and a group critique.
Values	– Provide students with selected readings from contemporary literature (e.g., the work of Virginia Woolf, James Joyce, W.B. Yeats, T.S. Eliot, Bertolt Brecht, Franz Kafka) dealing with such topics as alienation and the search for new norms, totalitarianism, personal crisis, and the social cost of internal exile and segregation. The literature should be previewed with the students to help them focus their reading on the topics assigned. Students then read the selections and write an analysis of them; – have students write a short analytical paper comparing the views of Spengler, Beard, and Toynbee on the historical development and future of the West.
a) Literature and human nature – human consciousness – human values	
b) The decline of the West – the rejection of the idea of progress	
c) God, nature, and humanity in the twentieth century – ways in which we develop norms – ways in which we cope with abandonment – the Holocaust – the Gulag	

Unit 7.
Themes of Our Times
(1945-Present)

Description

In this unit students are encouraged to develop a "historical" perspective on the recent past that has shaped contemporary life. Western concepts and ideas have spread around the globe in the last half of the twentieth century. Technology and organizational structures that originated in Europe and North America have been grafted on to many societies and cultures in the quest for economic prosperity and political autonomy. The art and architecture of the West, often transformed by contact with other cultures, can be found in most areas of the globe. Popular culture has been widely disseminated by the powerful mass media. New philosophies have emerged, and developments in science have transformed our sense of self and our ability to control the world we live in. Humanity's relationship with nature has expanded through the investigation of outer space and has become more reflective as we understand more about genetics and the code of life. None the less, some traditional issues continue to challenge Western civilization as we approach the twenty-first century: the rights of individuals, the responsibilities of society and the state, and the search for peace in the context of our capability for total destruction.

Themes and content	Sample teaching and evaluation strategies
The Individual and the Community	– Have students write an editorial taking a stand on a controversial human-rights issue.
a) Human rights	
– civil rights	
– women's rights	
– Native rights	
Humanity and Nature	– Invite local experts to the classroom, either individually or as a panel group, to talk to the class about the impact and importance of the questions raised by various scientific and technological advances.
a) Outer space	
b) DNA and biochemistry	
c) Environmentalism	

Themes and content	Sample teaching and evaluation strategies
Economy and Technology a) Computers (and other machines) b) The mass media c) Multinational corporations d) Critiques of the economy and society	– Use a contemporary film and/or video clip and/or television program to assess and analyse the impact of the visual media on the formation of public attitudes; – if possible, invite to class both a representative of one of the media and a person or group that has recently received media attention. Students could have a panel discussion about how effectively the media function in our society; – have students research newspaper and magazine coverage of a recent provincial or federal election to determine and evaluate the role of the media in the electoral process.
Arts and Society a) Culture and communication – music, TV, movies, dance – the culture of the 1960s – the universality of culture b) Architecture – architects and schools of architecture – new materials and ideas – urban and suburban vistas c) Art – abstract expressionism and non-objectivism d) The universality of culture – Marshall McLuhan e) The theatre of the absurd	– Have students investigate the question of the universality of culture, using international newspapers and magazines. Such items as TV listings, "top ten" record charts, and movies could be examined; – have students prepare a photo essay showing recent developments in architecture; – have students make a collage of examples of a school of modern art, with explanatory notes; – have students analyse television coverage of a major event in order to assess the validity of Marshall McLuhan's ideas about communication.
Values a) Existentialism – Camus and Sartre b) The spectre of the bomb – the peace and security movements c) Medical ethics d) The "me" and the "we" generations	– Have students discuss the following quotation from Camus: "The seventeenth century was the century of mathematics, the eighteenth century that of the physical sciences, and the nineteenth that of biology. Our twentieth century is the century of fear"; – conduct a seminar on medical ethics, using a variety of sources; – conduct a debate on a pertinent aspect of the issue of nuclear weapons. The strength and validity of the arguments presented on both sides should be evaluated. One criterion could be the number of people who change their minds as a result of the debate.

Canada in a North American Perspective

Rationale

"Canada in a North American Perspective" examines and compares the experiences of Canada and the United States in order to provide students with an in-depth understanding and appreciation of North American civilization. North Americans on both sides of the border have shared important common experiences. Because of an easy interchange of ideas between the United States and Canada, those experiences have often been interpreted in a similar way by Canadians and Americans. Yet different environmental factors, institutions, and allegiances have resulted in important differences between the two societies. The theme that the two North American neighbours have been both linked and separated by ideas and events during their common history runs throughout the course. In each unit, there are opportunities to compare the ideas that Canadians and Americans have developed in their efforts to understand their situation and to change it.

For many teachers and their students, the "ideas" approach, which presupposes a fundamental grasp by students of the impact of events and the role of individuals, has given the study of history a special fascination. An understanding of the ways in which ideas affect history will prepare students for citizenship in an exciting and changing world. The use of cognitive skills to process, communicate, and apply this knowledge will enhance students' active and thoughtful participation in society.

Aims

This course shall assist and encourage students to:

– increase their understanding of the North American experience;

– develop an understanding, to a degree adequate for entry into university-level courses in the humanities and social sciences, of the forces that have shaped modern civilization;

– increase their ability to use the cognitive skills – particularly those utilized in analysing primary sources, reading critically, and writing research papers – that will enable them to become independent learners, thinkers, and evaluators;

– undertake the tasks of a disciplined and rigorous approach to historical study;

– develop self-confidence and self-esteem;

– acquire a deeper understanding of Canada.

Units

A.	**The New World Experience**
1.	Contact
2.	The Perfectible Society
3.	Revolution and Legitimacy
B.	**The Emerging Nations**
4.	Settlement and the Frontier
5.	Identity and Nationhood
6.	Democracy and Party
7.	Federalism and Confederation
C.	**The Industrial State**
8.	The Response to Industrialism
9.	Immigration and Nativism
10.	Imperialism and Isolation
11.	The Urban Experience
12.	New Deal and New Social Order
D.	**Contemporary North America**
13.	Foreign Policy in the Era of the Cold War
14.	Affluence and the Consumer Society
15.	The Women's Movement
16.	Culture, Integration, and Identity

Special Considerations

Teaching strategies

It is assumed that most teachers will employ a variety of such standard instructional techniques as the Socratic lesson, the seminar, and the student presentation. The sample strategies outlined in the guideline, while not all-inclusive, are intended to supplement these traditional approaches by providing the teacher with alternative methods of dealing with a particular topic.

Evaluation

A number of assessment procedures should be used to evaluate student achievement in an OAC. Although teachers are encouraged to experiment with a variety of procedures, the following shall be included among them: formal examinations, tests, at least one research paper, one seminar presentation, one independent study unit, and class work.

Course design

The history of North America from the sixteenth to the twentieth centuries is covered in sixteen units, beginning with the period of contact between European and Native groups and concluding with a characteristic aspect of contemporary society – its heightened interest in human-rights issues. The units are organized under four chronologically based sections:

A. The New World Experience

B. The Emerging Nations

C. The Industrial State

D. Contemporary North America

No course should attempt to cover all units. A manageable course will consist of eight to ten units. In order to maintain a chronological balance, a minimum of one unit must be selected from each of the above sections. When only eight units are to be studied, one of the additional units must be selected from either section A or B, while another must be from section C or D.

If more than eight units are to be studied, the same basic principles apply. In general, teachers should spend a minimum of 20 per cent of course time on each of the four sections and should attempt to maintain a balance between the first and second halves of the course.

Sample course design:
Canada in a North American Perspective

A. The New World Experience	B. The Emerging Nations	C. The Industrial State	D. Contemporary North America
1. Contact*	5. Identity and Nationhood*	8. The Response to Industrialism*	13. Foreign Policy in the Era of the Cold War **
3. Revolution and Legitimacy*	6. Democracy and Party†	10. Imperialism and Isolation*	15. The Women's Movement*
	7. Federalism and Confederation*		16. Culture, Integration, and Identity*

In this sample course, the eight basic units indicated by an asterisk (*) have been selected with a view to maintaining a balance among the four chronological sections. If ten units are to be studied, one additional unit must be selected from either section A or B(†), while the second must come from section C or D(**).

Because of the structure of the course, any selection of units is bound to result in chronological gaps. Teachers may wish to provide some form of inter-unit linkage. This could be done through lectures, tutorials, Socratic lessons, selected readings, or the use of audio-visual materials.

Prerequisites	– the successful completion of the requirements for a Senior Division social science credit at the advanced level of difficulty
Credit	– one
Course Code	– HCN

Major Objectives

Cognitive skills

Students should extend the cognitive skills acquired in the Senior Division and outlined in Part A, Appendix C, of this guideline. In addition, they should develop the ability to:

– utilize such library and archival resources as card catalogues, indexes to periodicals, vertical files, microfiche collections, computer data banks, and audio-visual collections;

– effectively present researched material using charts, graphs, photo essays, videotapes, and computer programs;

– create and follow a comprehensive research or problem-solving plan designed to investigate a historical event or issue;

– use primary source material to recreate the persona of a historical figure;

– write a major research paper based on primary and secondary source materials;

– write a short document analysis, book review, critique, editorial, or other such expression of opinion, based on evidence;

– analyse primary source materials, including print, photographs, films, and artifacts;

– compare primary sources dealing with the same topic;

– draw inferences and make generalizations from evidence;

– create and test a hypothesis.

Attitudes

Students should develop:

– awareness of the need to analyse a past society in terms of its own time and place;

– appreciation of the value both of the cognitive skills used in historical research and of the skills needed for effective communication;

– awareness that a knowledge of the past is necessary to an understanding of the present;

– awareness of the complexities of the historical past;

– acceptance of the need to undertake the tasks of a disciplined and rigorous approach to historical study;

– appreciation both of what is shared in the North American experience and of the divergent traditions of Canadians and Americans;

– appreciation of the interdisciplinary nature of historical studies;

– the ability to appreciate the nature of controversy and to recognize the existence of a diversity of opinions in any society.

Knowledge

Students should develop an understanding of:

– the nature of the interaction between Europeans and Native peoples;

– the importance of North America's European legacy;

– the ways in which the environment has influenced and shaped North American values and institutions;

– the nature of cultural conflict and revolutionary change;

– the processes of constitution making and nation building;

– the stages in the rise of democracy;

– the ways in which industrialism and urbanization have shaped North American values and institutions;

– the social consequences of immigration;

– the emergence of class consciousness and class conflict;

– the role of the state in social and economic development;

– the role of North America in world affairs;

– the nature of relations between the industrialized West and the Third World;

– the social consequences of affluence in postwar North America;

– the struggles for individual and collective equality, human rights, and social justice in North America;

– the nature of a pluralistic society.

Section A.
The New World Experience

Overview

The units in this section deal with the period of initial contact between Europeans and Native peoples and with the colonial experience to the end of the eighteenth century. Overseas expansion in the sixteenth and seventeenth centuries led to the establishment of the European presence in North America. Incoming explorers, clergy, traders, and colonists faced the necessity of reshaping their European ideas and values to meet the realities of the North American environment. Key topics for the period are the relations between Native peoples and European settlers, the French and English attempts to create an ideal society in the New World, and the American Revolution, when people living in the United States chose an independent path of development, separate from their British North American counterparts.

Unit 1.
Contact

Description

In this unit students focus on the nature of the contact between European and aboriginal peoples in North America up to the mid-eighteenth century. Historians have argued that French, English, and Spanish Europeans responded in different ways to the Native groups they encountered. Students explore these different responses and consider whether the differences were the result of culture or circumstances. The experience of contact as seen by the Native peoples is an important part of this investigation.

Content

a) Values and beliefs of Native groups in precontact North America

b) The French, the English, and the Spanish

– attitudes towards the idea of America

– attitudes towards the Native peoples

c) Contact between Native and European cultures

– impact on the economic function of Native people in European colonies

– impact on Native economic, political, and social life

– impact on Europeans exposed to the Native way of life

Sample teaching and evaluation strategies

– Help students develop a basic understanding of the values and beliefs of Native culture prior to contact through an analysis of artifacts, pictorial representations, reconstructions, etc. Working in groups, students then use this information to prepare a presentation of some aspect of Native values and beliefs (e.g., religion, gender roles, economy, daily life, technology).

– Have students examine the attitudes of some typical explorers and colonizers (e.g., Champlain, Marie de l'Incarnation, Cortés, John Smith) towards the Native peoples. This is an appropriate place to introduce document analysis. For example, each student could write an analysis of a sample document concerned with an explorer, or with life in a Native community, or with life in a New England settlement.

– Have students contrast the French attitude to Native men and women as suitable subjects for conversion to Christianity and as employees in the fur trade with the British attitude to the Native peoples as obstacles to settlement who should be displaced.

Unit 2.
The Perfectible Society

Description

In this unit students look at the English and French colonies in North America and explore the similarities and differences between New England and New France. Both groups had their own views of how the ideal society could be created in the New World. Both believed in a life centred on religion, and both had special views about the place of women, relations with the Native peoples, and the potential of education.

Content

a) Puritans, Quakers, and Catholics

– religious views

– views of social order, "community", women's sphere, and the family

– criminal and civil legal codes as reflections of these views

– ways in which criminal and civil codes identified sanctioned and forbidden behaviour, both explicitly and implicitly

b) Views of and hopes for the "perfectible society"

– political structures, the family, and other institutions in New England, Pennsylvania, and New France

– the evolution of the social order

– the role of churches in society

– the reasons why visions of a "perfectible society" faded

Sample teaching and evaluation strategies

– Have students examine the European environment from which these people came.

– Have students focus on two examples of attempts to create a "perfectible society" in North America, emphasizing similarities and differences in *approach* rather than in the details of the two groups' respective social arrangements.

– Have students write a comparative analysis of some aspects of the theory and the reality of the "perfectible society" in the New World. A roughly equal number of American and Canadian topics should be assigned within the class. Possible primary sources for this analysis are: *Life and Letters of John Winthrop* or *Testimonies of the Life, Character, Revelations, and Doctrines of Mother Ann Lee*, and an equivalent French-Catholic source, such as the *Jesuit Relations* of Ragueneau, Lalemant, and Le Jeune or the collected letters of Marie de l'Incarnation. The class then discusses the ideas and issues raised by each of the examples considered.

– Have students examine prescribed gender roles, actual gender roles, and changing gender roles within one or more religious movements of the time (e.g., millenarianism, revivalism [the Great Awakening], Catholicism, Protestantism).

Unit 3.
Revolution and Legitimacy

Description

In this unit students focus on the American Revolution, its rejection by the Loyalists, and the resulting divergence in ideas and values that some believe continues to distinguish the Canadian from the American experience. Students examine both the notion that revolution against one government challenged the legitimacy of any successor and the arguments the Loyalists and the Americans used to justify authority and/or its successful defiance.

Content

a) Prerevolutionary attitudes

– the colonists' conception of a distinct British-American society by the 1770s

– Britain's perception of the role of the colonies in the eighteenth century

– liberalism and conservatism in this period

b) Loyalist *versus* revolutionary

– similarities and differences in attitudes towards the Crown, the British Parliament, and the rights of British subjects

c) New political entities in North America

– underlying social and political ideas

d) French Canadians' perceptions of their role in British North America

– changes between the conquest and the end of the eighteenth century

– the reasons for change

Sample teaching and evaluation strategies

– Have students prepare position papers for a debate between a Loyalist and a revolutionary. Students could draw upon Thomas Paine's *Common Sense*, Ann Hulton's *Letters of a Loyalist Lady*, *The Diary of Grace Growden Galloway*, *Letters of Mrs. Adams* (Abigail Adams), Charles Inglis's *The True Interest of America Impartially Stated*, or other relevant sources.

– Have students prepare a document analysis of the American Declaration of Independence as a statement of a vision of a new society.

– Have students write a paper on the Quebec Act as a political statement in the context of the ongoing debate over the future of British policy in North America. Students should pay special attention to the arguments for and against the protection of customary rights embodied in the act.

Section B.
The Emerging Nations

Overview

The units in this section deal with the formation of national structures and the creation of a sense of national identity in both Canada and the United States in the first half of the nineteenth century. At the beginning of this period, the United States was involved in establishing a central government; at the end, despite years of dynamic territorial and economic expansion, the continued existence of that government had been called into question. By contrast, British North America, which was little more than a diverse set of colonies at the conclusion of the American Revolution, had become a united, self-governing state. Key topics in this period are the impact of the frontier on the two societies, their self-conscious attempts at nation building, and the processes of democratization, party development, and consolidation of federal power.

Unit 4.
Settlement and the Frontier

Description

In this unit students focus on the contrast between the reality of the frontier experience and the European ideals the settlers brought to it (including the romantic myth that grew up around it). Students consider the extent to which the frontier shaped the history and outlook of the two North American countries. Because different parts of the continent underwent the frontier experience at different times, this investigation will extend from the colonial period in New France to the late nineteenth century in the American West.

Content

a) Moving to the frontier

– the reasons why people from the Old World or from settled regions of North America moved to the frontier

– settlers' experiences as compared to their expectations

b) Life on the frontier

– values promoted (democratic and egalitarian *versus* hierarchical)

– perceptions of property rights

– the role of women

c) The validity of the "frontier thesis" in relation to the overall history of North America

Sample teaching and evaluation strategies

– Have students study period documents from both Canada and the United States and compare the perceptions and experiences of settlers on the frontier. Possible sources include: S. Moodie, *Roughing It in the Bush*, S. Thompson, *Reminiscences of a Pioneer*, Georgina Binnie-Clark, *Wheat and Women*, and J.M. Faragher, *Women and Men on the Overland Trail*.

– Have students examine the ways in which historians have interpreted the impact of the frontier on North American society. Possible sources include: F.J. Turner, "The Significance of the Frontier", W.J. Eccles, *The Canadian Frontier, 1534-1760*, and M.S. Cross (ed.), *The Frontier Thesis and the Canadas*.

Unit 5.
Identity and Nationhood

Description

In this unit students focus on the development of Canadians' and Americans' sense of national identity. Students examine the period from the War of 1812 to the mid-nineteenth century and consider some of the forces that shaped nationalism in both countries and helped it to develop in contrasting ways.

Content

a) Nationalism in North America

– the American concept of nation and the process by which it was realized

– Canada's place in the American national vision (with special attention to the idea of Manifest Destiny and the Monroe Doctrine)

– the War of 1812: (i) its causes in conflicting philosophies and patriotic goals; and (ii) its effect on the development of national feeling in Canada and the United States

– the impact of American, British, and English-Canadian views of nationality on the development of a separate French-Canadian identity

– perceptions of national identity in French Canada, English Canada, and the United States in the first three decades of the nineteenth century (with special attention to the ways in which sectionalism and immigration disturbed the cohesion of these communities)

Sample teaching and evaluation strategies

– Have students examine Canadian and American texts to compare the treatment of the War of 1812 by historians in both countries. Students then present a book review of two books or articles on the War of 1812 in which they compare differences and degrees of bias, authors' viewpoints, the type of evidence selected, and readability.

– Have students use various documents of the period – e.g., newspaper articles and editorials, speeches by political or military leaders, or pamphlets – to examine: the patriotic myths of the Americans and the Canadians in the War of 1812; *or* the central concepts of Manifest Destiny and Loyalism; *or* the American view of Canada and the Canadian view of the United States during the 1820s and 1830s. Students' findings could be discussed in tutorial settings.

– Have students explore the concept of heroism as it applies to men and women in the War of 1812, with reference to the biographies of, for example, Laura Secord, Joseph and Molly Brant, Sarah Kast McGinnis.

Unit 6.
Democracy and Party

Description

In this unit students examine the movement towards greater democracy in North America between 1820 and the mid-nineteenth century. This movement was accompanied by the development of a party system. The Canadian rebellions of 1837-38 and the struggle for responsible government in the 1840s were different ways of achieving the form of popular government evident in Jacksonian America. Students consider the reasons why, by mid-century, British North America had not travelled as far along the road to democracy as the United States. For example, many British Canadians regarded "democracy" as an evil, and the realities of political patronage were veiled by contemporaries under respectable theories of colonial self-government.

Content

a) Progress (or lack of progress) towards democracy

– the different meanings attached to the term "democracy" in the United States and the Canadas in the 1830s

– reasons for opposition to democratization

– restrictions on the right to vote and hold office, and the reasons given for them

– the political role of the press in the 1830s and 1840s (including changes in that role)

– factors that persuaded the *patriotes* in Lower Canada and Mackenzie's followers in Upper Canada to seek an American-style republic

b) The development of political parties

– methods of conducting political campaigns and elections in this period

– the meaning of "party" to British Canadians prior to the Act of Union

– changes in the American party system and the reasons for them

– the emergence of parties in British North America and the reasons for it

– economic, social, and political ideas identified with the Reform and Tory parties in British North America and the Whig and Democratic parties in the United States

– positive and negative features of party government

Sample teaching and evaluation strategies

– Have students read selections from de Tocqueville's *Democracy in America* that illustrate the nature of democratic society. As well, students could examine examples of contemporary British North American political opinion in editorials, letters, and pamphlets written by Papineau, Mackenzie, Howe, Strachan, Jameson, Durham, Moodie, or Bond Head. Students then write critiques of *Democracy in America* from the point of view of one of the above British North American figures.

– Have students write a political pamphlet for a specific election campaign from the point of view of one of the major North American political parties of the period.

– Have students examine and compare the nature and use of political cartoons of the period as a means of communicating with an electorate in the two countries.

Unit 7.
Federalism and Confederation

Description

In this unit students compare the Canadian and American experiences of constitutional development and federalism and consider how these experiences reflect some key differences between the two countries. The American Constitution was a response to the failure of the Articles of Confederation; the British North America Act was a response to internal problems and to the testing of the limits of states' rights in the American Civil War. Students explore the way in which later judicial interpretation changed the shape and content of the constitution in both countries.

Content

a) The nature of federalism

– the differences between the views of federalism expressed by Northern and Southern US leaders before 1860 and those of Canadian political leaders during the Confederation debates

– the impact of the American Civil War on the relationship between federal power and states'/provinces' rights in North America

– the provisions to protect regional interests in the two federal systems

b) The nature of Confederation

– the extent to which the notion of perpetual union was assumed in the American constitution and the British North America Act

– the relative significance of judicial review for constitutional development in the United States in the first third of the nineteenth century and in Canada in the last third of the nineteenth century

Sample teaching and evaluation strategies

– Have students compare one of the major judicial decisions handed down by John Marshall with a decision of similar importance by the Judicial Committee of the Privy Council in the 1880s or 1890s.

– Have students compare the writings of such proponents of states'/provinces' rights from Canada and the United States as, for example, John C. Calhoun, Jefferson Davis, A.A. Dorion, Joseph Howe, Louis Riel, Oliver Mowat.

Section C.
The Industrial State

Overview

The units in this section deal with the emergence in North America of an industrialized economy and the changed social conditions industrialism created during the century following Canadian Confederation and the American Civil War. Above all, North Americans were preoccupied with the role of government in industrial development. At the outset of the period, the state was principally concerned with facilitating economic growth in the private sector. By the time of the Great Depression and World War II, however, government was being asked to place limits on growth and to deal with the abuses and inequities that growth had produced. Key topics for the period are the nature of industrialism, immigration and nativism, foreign affairs in the early twentieth century, the growth of cities, and the emergence of the social-welfare state.

Unit 8.
The Response to Industrialism

Description

In this unit students focus on the development of industrial capitalism, and government's role in that development, in both countries. Industrialism challenged the basic values of a rural society, and the farms and small towns that had once been the backbone of the society and the economy found themselves supplanted by big cities. Students explore the responses to these changes by people on both sides of the border and in both rural and urban settings and examine the new ideas that emerged in the last third of the nineteenth century to explain these developments and, sometimes, to challenge them.

Content

a) The state and the individual

– perceptions of the state's role in economic development in the late nineteenth century (with special attention to railway and tariff policies)

– the industrialists' values and the extent to which these values were shared by the mass of people and the politicians

b) Discontent and challenge

– discrepancies between the realities of urban and rural life in the late nineteenth century and the ideal society envisaged by the social reformers

– these discrepancies as causes of discontent

– the nature of organizations formed by working people, women, and farmers, with particular attention to the organizations' programs, degree of radicalism, and tactics

Sample teaching and evaluation strategies

– Have students make a presentation in which they apply the theory of "the hero in history" to two leading capitalists, one from each country (e.g., Cornelius Van Horne, Joseph Flavelle, Andrew Carnegie, John D. Rockefeller, Jay Gould). Presentations should be evaluated for accuracy of content, knowledge of both the theory and the individual selected, and appropriateness of the analogy between the individual and the model.

– Have students do a statistical analysis of census data from selected representative rural and urban areas of the period in both Canada and the United States. Students should extrapolate such information as: changes in population density, wages, family structure, ethnic backgrounds, occupational structure, rate and nature of industrial development, railway construction, urbanization of farmland.

– Have students examine the ideas and roles of the Knights of Labor and the American Federation of Labor in the development of the labour movement in North America.

Unit 9. Immigration and Nativism

Description

In this unit students examine the nature of the society that greeted European and Asian immigrants to North America in the nineteenth century. Immigrants had to cope not only with a new environment but also with the attitudes of the host population, which ranged from optimistic welcome to deep hostility. Students explore the attitudes that promoted immigration and those that fed nativism and exclusivity, on both sides of the border, during the immigration boom from 1880 to the mid-1920s.

Content

a) The immigrant experience

– reasons for immigration to North America around the turn of the century

– backgrounds of immigrants (e.g., country of origin, ethnic group, gender, religion, class)

– immigrants' preconceptions about North America

– locations of settlements and the reasons influencing choices of location

b) The impact of immigration

– the reaction of the host populations to newcomers

– the extent to which immigrants were thought to present a threat to traditional North American values

– the theories of race and culture on which immigration policies were based

– the extent to which institutions – e.g., schools, social agencies, labour organizations, women's organizations, political parties – changed to adapt to the newcomers

Sample teaching and evaluation strategies

– Have students examine contemporary perceptions of the immigrants and the situation facing the newcomers, using comparable excerpts from such books as J.S. Woodsworth's *Strangers Within Our Gates* and Jacob Riis's *How the Other Half Lives.* Excerpts could be supplemented by films.

– Have students develop a study comparing the evolution of legislative policy pertaining to immigration and immigrants (e.g., entrance requirements, homestead rights, the franchise, municipal regulations) in both countries, from the 1880s to the mid-1920s. This study should help students understand the ways in which laws reflect the social values and national goals of the host populations.

Unit 10.
Imperialism and Isolation

Description

In this unit students consider the direction of North American foreign policy at the turn of the century. Imperial entanglements posed dilemmas for North Americans, whose concerns were often national or at best hemispheric. Students examine the process by which both Canada and the United States, in their different ways, were drawn into overseas commitments. Students also explore the causes of disillusionment with internationalism after World War I and the trend towards isolationism.

Content

a) The imperialistic impulse

– the role Canadians and Americans saw for their countries in the world and the degree of national consensus on these views

– the growth of imperialism in the United States in the late nineteenth century

– the nature of the imperial debate in Canada

– similarities and differences between imperialist ideas in Canada and the United States

– North American perceptions of (what are now called) Third World nations and ways in which these perceptions influenced turn-of-the-century foreign policy

b) The trend towards isolationism

– the factors that led to Canadian and American involvement in World War I and the bases of opposition to this involvement in both countries

– the impact of World War I on the way Americans and Canadians looked upon relations with Europe

– the influence of isolationism on Canadian and American foreign policy in the 1920s and 1930s

Sample teaching and evaluation strategies

– Have students read selections from the writings of such proponents of imperialism as Joseph Chamberlain, Alfred Thayer Mahan, Theodore Roosevelt, George Grant, Lady Ishbel Aberdeen, and Stephen Leacock. Students write a defence of the imperialist policies of the period based on their reading.

– Have students read a work of fiction dealing with imperialism. One example is *The Imperialist* by Sara Jeannette Duncan, which contains an interesting character study of a Canadian imperialist in an inhospitable setting.

– Have students read selections from the speeches and writings of such critics of involvement in World War I as Henri Bourassa, William Jennings Bryan, Emma Goldman, Lillian Beynon Thomas, or Flora MacDonald Denison. Students write a paper comparing and contrasting the anti-war arguments of each.

– Have students read historical accounts of World War I to discover why conscription caused more controversy in Canada than the draft caused in the United States.

– Have students read an example of anti-war literature from the 1930s (e.g., Vera Brittain's *Testament of Youth*, Virginia Woolf's *Three Guineas*, or Canadian author Dorothy Livesay's *Right Hand, Left Hand*). Students' responses to their reading could be discussed in a seminar on the issue of war and disillusionment.

Unit 11.
The Urban Experience

Description

In this unit students focus on patterns of development in North American cities in the early twentieth century. North America became increasingly urbanized in the first three decades of the twentieth century, but the rapid growth of the cities had serious social costs. If the North American metropolis reflected energy and creativity, it also spawned appalling corruption, disorder, and squalor. These abuses inspired a reform movement that embodied a vision of the ideal city. Students examine the relationship between the reformers' strategies to remedy the ills of the big city and impose order upon urban life and the evolution of the institutions and structures of the modern metropolis.

Content

a) The nature of the urban environment

– the patterns of development of North American cities

– the roles of cities in the North American economy and social organization

– the impact of emerging technologies in construction, transportation, sanitation, etc., on the shape and development of cities

b) The campaign for urban reform

– the contrast between the realities of urban life and the vision of the ideal city that inspired reformers

– the goals of the urban reformers, the class interests they served, and the diversity of programs they proposed (e.g., moral and social reforms, city planning, the modernization of municipal government, the take-over of civic utilities)

– support for and opposition to reform

– ways in which the reform movement changed the structure of the city and the nature of urban life

Sample teaching and evaluation strategies

– Have students apply J.M.S. Careless's "Metropolitan Theory" to the development of one Canadian and one American city of comparable significance (e.g., Montreal and New York, Toronto and Chicago, Vancouver and San Francisco). Maps (where possible, from the period) of the cities and their surrounding regions, as well as census data, should be used to analyse the emergence of a metropolitan centre and a network of satellite cities, the spread of lines of transportation, the pattern of industrial development, and the rate of urban growth.

– Have students use documents of the period to analyse the ways in which people perceived the city, what they thought were its virtues and ills, and how they proposed to realize the ideal city. Possible sources might include newspaper editorials, publications of such organizations as boards of trade/chambers of commerce, and reformers' writings. Students then write papers on either the ideal city or the ills of cities and solutions that have been found.

– Have students contrast the cityscape and environment of an American and a Canadian metropolis, using photographs, charts, maps, graphs, and narrative accounts. Where possible students might take an architectural walking tour of a local urban centre and use awareness of the local situation to understand city affairs in the late nineteenth century. Alternatively, students might prepare essays, based on the photographic record, exploring changing styles of architecture.

Unit 12.
New Deal and New Social Order

Description

In this unit students examine the impact of the Depression on North American social, political, and economic institutions. When a period of apparent prosperity in the 1920s gave way to the seeming failure of capitalism in the Great Depression, the resulting social dislocation led to the reassessment of the government's role in the economy and to the acceptance of Keynesian economics in North America. Students explore the way in which increasing government intervention during the Depression and the war years produced a growing debate over the desirability of social security and full employment and led to the creation of the social-welfare state.

Content

a) The impact of prosperity and depression

– the extent of prosperity in the 1920s (with reference both to those who remained poor and to the weaknesses underlying the economy)

– the causes of the Depression

– the effect of the Depression on the lives of ordinary men and women

– the conventional responses of governments and individuals to periods of economic decline

b) The importance of the New Deal

– the extent to which Roosevelt's New Deal programs reflected a coherent plan for coping with the Depression

– the impact of the New Deal on different segments of American society

– the impact of the New Deal on Canada

– Canada's failure to develop a plan comparable to the New Deal in the 1930s

– the provinces' response to lack of federal action

c) The reaction of workers and organized labour to the Depression

– class consciousness (of workers and farmers) in the years between the wars

– the aims and beliefs of the labour movement during the Depression

– the emergence of such radical parties as the CCF and Social Credit in Canada during the 1930s, and reasons for the absence of comparable radical movements in the United States

d) King's New Social Order

– the extent to which King's programs represented a coherent plan for the social and economic management of the country

– the political, social, and economic climate to which the measures were a response

e) The tradition of government intervention in the 1940s

– the degree of government intervention in the United States compared to that in Canada during the war years

– the extent of the social-welfare state in the United States as compared to Canada by the end of the 1940s

– North American attitudes to state intervention in the social and economic order by 1950 (with reference to the relative strengths of conservative and radical views)

Sample teaching and evaluation strategies

– Have students develop a docudrama (using print, film, photographs, and recordings of songs and broadcasts) to highlight living conditions and government responses during the Depression in North America.

– Have students investigate the struggle by labour to secure the right to collective bargaining, with reference to the US steel strike and the Winnipeg General Strike (both of 1919), the rise and fall of the International Workers of the World and the One Big Union, the Wagner Act of 1935 (in the United States), the expansion of the Congress of Industrial Organizations in North America, and Privy Council Order 1003 in 1944 (in Canada). Students then write essays using historical data either to support or to challenge the idea of collective bargaining.

– Have students prepare oral reports on the impact of the Depression on both an American and a Canadian political leader. Possible pairs would be Roosevelt and King, Huey Long and Duplessis, Hoover and Bennett. As a class, students could then discuss the ways in which politicians changed their ideas and actions in response to the Depression.

Section D.
Contemporary North America

Overview

The units in this section deal with developments at home and abroad, in the decades after World War II, that have challenged many of the values and ideas long held by North Americans. At times these challenges have produced active demands for significant change in the structure of government and society. At other times they have led to a reaffirmation of traditional beliefs and ideals. Key topics for the period are foreign relations in the era of the cold war, affluence and the emergence of the consumer society, the women's movement, and efforts to secure minority rights and create a pluralistic social order.

Unit 13.
Foreign Policy in the Era of the Cold War

Description

In this unit students focus on the postwar trend to internationalism in North American foreign policy. For North Americans the successful crusade against fascist aggression was the beginning of an involvement in global affairs that ranged from the establishment of the United Nations to large-scale foreign aid and a series of extra-national military commitments. Students examine the resultant ongoing debates over the cold war, the arms race, relationships with the developing countries, and the appropriate role of the North American nations in world affairs.

Content

a) The significance of the United Nations

– the reasons why Canada and the United States supported the creation of the UN organization

– Canadian and American views of the roles the UN should play

– the extent to which Canadian and American actions reflect the ideals of world peace and a just international order

b) The nature of the cold war

– origins of the cold war

– the impact of North Americans' perceptions of communism on domestic and foreign policy in the 1940s and 1950s

c) The impact of Third World countries on international politics

– the evolution of North American attitudes towards the Third World countries after 1945

– the differences between Canadian and American attitudes and policies towards problems and revolutions in Third World countries

d) the impact of the nuclear issues on international politics

– the formulation and conduct of foreign policy in Canada and the United States as a response to the threat of nuclear war

Sample teaching and evaluation strategies

– Have students compare Canadian and American ideas about and actions in an area in the Third World (Latin America, Africa, the Middle East, or the Far East) between 1945 and the present day.

– Have students refer to print, film, and broadcast materials from the relevant period to analyse the ways in which American and Canadian political leaders used the media to mobilize public opinion in a particular crisis (for example, the Berlin Blockade, the Korean War, the Cuban Missile Crisis, or the Vietnam War).

– Have students prepare a timeline showing important events in the evolution of North America's involvement in the United Nations or in arms reduction.

Unit 14. Affluence and the Consumer Society

Description

In this unit students consider the impact of prosperity on the lifestyles of North Americans. North America has experienced unprecedented wealth in the postwar period. For almost two generations, most people in the two countries have enjoyed a rising standard of living in the form of access to mass-produced consumer goods, entertainment, and travel. Students examine conflicting attitudes – scepticism and criticism *versus* optimism – towards the benefits and limitations of affluence.

Content

a) The key components and significance of a "consumer society"

– definition of the "consumer society"

– the role of the communications media in such a society

– the impact of advertising upon the definition of the good life

– the nature and influence of the criticisms levelled against the consumer society

b) The reordering of values

– changes in values associated with family, religion, education, work and leisure, and human relations during this period

– the extent to which affluence can be thought to explain these changes

c) The changing role of government

– "mainstream society's" attitudes to government *versus* the views of, for example, minority groups, youth, women, the poor, and the aged

– the responses of the Canadian and American governments to these different views

d) The social and economic implications of affluence

– the transition to a "post-industrial society"

– the social and economic consequences of the postwar boom

Sample teaching and evaluation strategies

– Have students focus attention on "life in the fifties" by (i) interviewing people who grew up during the decade; (ii) analysing economic and social statistics from the period and comparing them with data from the preceding and following decades; (iii) reading various works of the period; (iv) analysing the women's pages of some Canadian and American daily newspapers in the 1950s; (v) analysing the lifestyles presented in films and TV shows.

– Have students listen to records and read criticism and historical accounts of the period to investigate the evolution of popular music since the emergence of rock-and-roll in the early 1950s. Students then write essays on the way in which popular music has reflected social ideals and moods at some point during the period.

– Have students explore how such factors as suburban expansion, metropolitan growth, the automobile, and public transit systems changed the social and political character of North American cities. Students use maps, photographs, and census material to compare the changes in American and Canadian cities. Possible pairs would be Toronto and New York, Montreal and Los Angeles, Winnipeg and New Orleans.

Unit 15.
The Women's Movement

Description

In this unit students explore the specific events and achievements and the impact of the women's movement in North America. Historians have identified two main stages in the campaign for women's rights or, as it has been called recently, women's liberation. The first stage, in the nineteenth century, culminated in the struggle for the vote; the second, an ongoing contemporary endeavour, focuses on achieving economic and social equality for women.

Content

a) The rise and development of nineteenth-century feminism

– the late-nineteenth-century origins of feminism

– the connection of nineteenth-century feminism to other social-reform movements, especially the abolitionist movement in the United States

– the status of women within the family

– the ideas underlying "maternal" feminism, a dominant ideology of the nineteenth-century women's movement

– the individuals within the women's movement who challenged the idea of "maternal" feminism and the reasons why they did so

– the strategies used by women in the nineteenth and early twentieth centuries to gain the vote

b) The development of contemporary feminism

– the greater militancy of the movement in the United States than in Canada and the reasons for it

– the differences (in origins, leadership, goals, strategies, and accomplishments) between the women's movement of the 1960s and that of the late nineteenth century

– the changes within the women's movement from the 1960s to the present

Sample teaching and evaluation strategies

– Have students compare and contrast the ideals of two leading feminists of the nineteenth and early twentieth centuries, one American and the other Canadian. In the United States, suitable candidates might be Catharine Beecher, Susan B. Anthony, Emma Goldman, Charlotte Perkins Gilman; in Canada, Nellie McClung, Emily Stowe, or Flora MacDonald Denison.

– Have students analyse and compare the findings and the recommendations of two documents of the 1960s: "The Presidential Commission on the Status of Women" in the United States and "The Royal Commission on the Status of Women" in Canada.

– Have students participate in seminars on one of the following topics:

i) Because both Canada and the United States are federal states, the campaign for the vote had to be waged on two levels. Why did the state/provincial franchise come first in the West? Why was suffrage so delayed in Quebec?

ii) Why is it that in the United States the Equal Rights Amendment has failed and yet in Canada an equality clause (section 28) is entrenched in the new constitution?

Unit 16. Culture, Integration, and Identity

Description

In this unit students focus on the political, social, and economic implications of living in a multicultural society. Traditional North American beliefs about who should exercise power and on whose behalf have been increasingly challenged as a result of large-scale immigration from Europe and the developing countries and the rising aspirations of internal minorities. Students examine the way in which changing attitudes and political and legal developments have led to the formal acceptance of the idea of pluralism in both Canada and the United States.

Content

a) The position of minority groups in North America in the 1950s

– the sources of Black discontent in the United States in the mid-1950s and at the beginning of the 1960s

– the sources of French-Canadian discontent and the "Quiet Revolution"

b) The position of minority groups in North America in the 1960s and 1970s

– the growth of French-Canadian nationalism in the 1960s and 1970s and its impact on Canadian society

– the reasons why some Black leaders embraced the idea of Black nationalism

– the impact of the civil-rights movement and the Black-power movement on American society

– ways in which the law has evolved to improve protection for the rights of minority groups

– evidence that supports or refutes claims that the position of racial, religious, and ethnic minority groups has materially improved

c) The ethnocultural composition of North American society

– the validity of the labels "melting pot" and "multicultural society", respectively, as descriptions of US and Canadian society

– the degree to which immigrant groups have been assimilated in the United States as compared to Canada

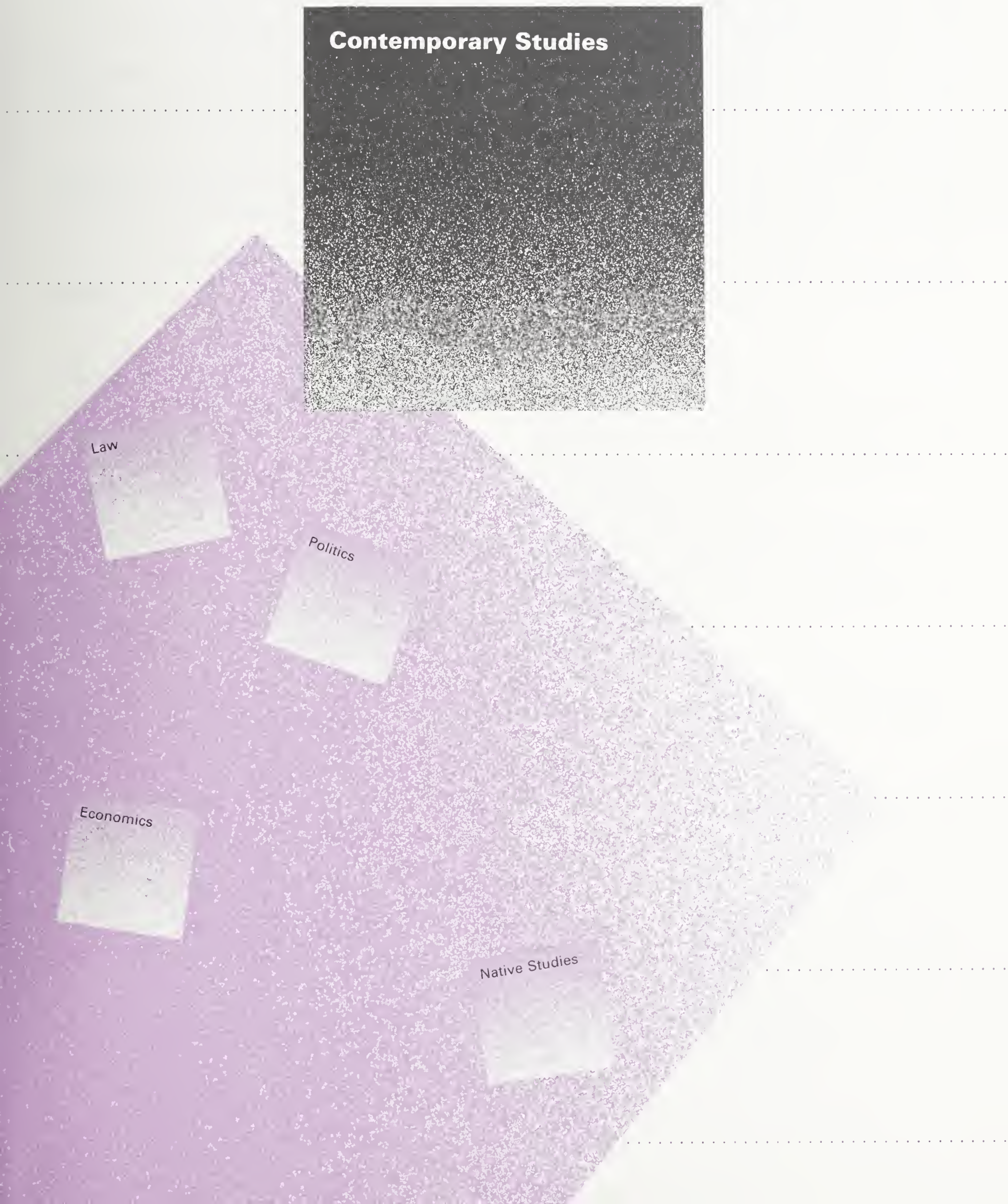
– the immigration policies of the United States as compared to those of Canada

Sample teaching and evaluation strategies

– Have the class study census data over time to discover the changes in the populations of the two countries between 1940 and 1980. The focus should be on national origin, ethnic group, language, and related trends. A direct comparison should be made between two major urban and two rural areas in both countries. Students then present the information obtained in the form of charts or graphs.

– Have students discuss the proposition that the French-Canadian experience is comparable to the Black-American experience.

– Have students investigate the position of Native peoples in North America, with a particular focus on the issues of aboriginal rights and self-government, and compare the Canadian and American situations since 1960.


Contemporary Studies
Law
Politics
Economics
Native Studies

Law

Rationale

"Law" at the OAC level should provide students with the sophisticated understanding and broad skills needed for full participation in our complex, modern society. A society's legal system and codes reflect its goals and values and its attitudes to social and human relationships. A study of law is thus broadly relevant to history, philosophy, and such social sciences as politics, economics, and sociology. Because the law is primarily concerned with the resolution of human issues and problems, it is an excellent vehicle for extending cognitive skills that can be applied to other areas of learning and to personal experience. Insight into the law is necessary to constructive citizenship.

Aims

This course shall assist and encourage students to:

– become aware of law as a dynamic force in society;

– develop attitudes that promote respect for the benefits of the rule of law;

– understand the historical and philosophical traditions of law;

– appreciate the law as a reflection of diverse social values;

– appreciate the role of law in governing and balancing the social, political, economic, and corporate goals of society;

– appreciate the importance of international law;

– understand the political process involved in making and administering laws;

– develop self-confidence and self-esteem;

– increase their ability to use cognitive skills through the analysis of legal issues and concepts.

Units

		Time Allotment %
1.	Introduction to Law: Our Legal Heritage	10
2.	The Criminal-Justice System	15-20
3.	Human Rights and Freedoms	15-20
4.	Law and the Economy	15-20
5.	Law and the World Community	15-20
6.	Current Issues in Canadian Law	10-20

Special Considerations

Teaching strategies

It is assumed that, in most classrooms, the teacher will employ a variety of such standard instructional techniques as the Socratic lesson, the seminar, and the student presentation. The sample strategies outlined in the guideline, while not all-inclusive, are intended to supplement these traditional approaches by providing the teacher with alternative methods of dealing with a particular topic.

Evaluation

A number of assessment procedures should be used to evaluate student achievement in an OAC. Although teachers are encouraged to experiment with a variety of procedures, the following shall be included among them: formal examinations, tests, at least one research paper, one seminar presentation, one independent study unit, and class work.

Course design

The sequence in which units are dealt with is left to the discretion of the individual teacher. The depth of treatment may vary within the limits indicated for time allotment. Unit 6, "Current Issues in Canadian Law", may be built into the preceding five units rather than handled as a separate unit.

This course has been designed to avoid duplication of the topics studied in the advanced-level law program in earlier grades. Where such topics as "criminal law" appear, they should be developed in a more intensive and mature context than in the Senior Division.

Prerequisites	– the successful completion of the requirements for a Senior Division social science credit at the advanced level of difficulty
Credits	– one The credit earned in this course may, at the individual student's discretion, be used as (a) a credit in history and contemporary studies *or* (b) a credit in business studies. In addition, the credit earned may be counted as one of the eight required for concentration in business studies. This course may form part of a school's history and contemporary studies or business studies program.
Course Code	– HLW or BLW/CDR

Major Objectives

Cognitive skills

Students should extend the cognitive skills acquired in the Senior Division and outlined in Part A, Appendix C, of this guideline. In addition, they should develop the ability to:

– write short document analyses, book reviews, critiques, editorials, or other such expressions of opinion, based on legal evidence;

– communicate effectively in writing in research papers based on primary and secondary sources;

– create and follow a comprehensive research or problem-solving plan designed to investigate a legal issue;

– utilize such library and archival resources as card catalogues, periodical indexes, vertical files, microfiche collections, computer data banks, and audio-visual collections;

– apply inquiry skills to such community resources as government departments and legal agencies, interest groups, and individuals involved in legal matters.

Attitudes

Students should develop:

– awareness of law as a universal and interdisciplinary study;

– awareness of the historical purpose and place of law in various societies;

– awareness that law usually reflects the values, ideals, and customs of a society;

– awareness of the influence of law on their daily lives;

– awareness that law is not absolute but rather is subject to change and revision;

– appreciation of the protection of individual rights provided by Canadian law;

– appreciation of the complexity of determining suitable penalties for violations of the law;

– awareness of the impact of government legal intervention on the economy;

– awareness of the nature and complexity of civil law;

– awareness of the global dimension of law;

– appreciation of the problems involved in resolving international legal issues;

– awareness of what is involved in being a responsible citizen;

– appreciation of the need to know the law.

Knowledge

Students should develop an understanding of:

– the history and philosophy of law and its relevance to contemporary society;

– the forces that influence the making and administration of law within society;

– the importance of law as a method of exercising and controlling political power;

– ways in which changing social values are reflected in law;

– the factors that tend to produce criminal activity within our society and the process for dealing with such activities;

– the concept of human rights and how it operates in Canada;

– the nature, purpose, and consequences of economic legislation;

– the major principles and areas of international law and the agencies developed to enforce these laws;

– the relationship between domestic and international law;

– some current legal issues that represent serious concerns and possible methods of resolving them;

– the future legal implications of current issues.

Unit 1.
Introduction to Law: Our Legal Heritage

Description

In this unit, students examine the origin, development, and philosophy of law in order to acquire both an appreciation of law as an indispensable part of society and an awareness of the scope and complexity of law as it applies to Canadian society. Optional topics include a comparison of legal systems, Canadian constitutional law, and law reform.

Content

a) Law and the lawgivers (core)

– the development of earlier legal systems

– philosophies of law

– basic legal concepts (e.g., law, justice, the rule of law)

b) Comparative legal systems (optional)

– federal and unitary states

– constitutional and unconstitutional states

– democratic and non-democratic states

c) Canadian constitutional law (optional)

– the British North America Act of 1867

– the development of Canadian legal independence

– the development of federal-provincial relations

– the Constitution Act of 1982 and the Charter of Rights and Freedoms

– the role of the Supreme Court

d) Law reform (optional)

– the relationship between legal reform and social change

– methods of changing the law (e.g., lobbying, political action, referendums, elections, judicial decisions)

– civil disobedience and protest

Sample teaching and evaluation strategies

– Have students research and discuss a number of philosophies or theories of law as proposed by such thinkers as Plato, Justinian, Aquinas, Locke, and Hume.

– Have students work in groups to study selected documents (e.g., the Magna Carta and the Declaration of the Rights of Man) in order to identify concerns about the abuse of power and attempts to restrain such abuse as reflected in written constitutions.

– Have students compare case law to a legal code (for example, the Criminal Code), using specific examples, in order to assess the advantages and disadvantages of each.

– Have the class examine a selection of definitions of and quotations about "law" and "justice" in order to develop or choose their own definitions. The definitions should be tested on examples of actual cases to determine their applicability to real situations.

– Assign students to selected lawgivers and have them answer such questions as: Who was to rule? Why? What values did the lawgiver consider most important?

– Invite a trial lawyer to talk to the class about the role of precedent in case summation.

– Have students examine a "borderline" case in which Ontario and Quebec legal resolutions are different. Students then develop a rationale to explain the differences, based on the legal foundations that have been studied (the BNA Act, the Statute of Westminster, the Constitution Act 1982, the Napoleonic Code).

– Have students analyse various written constitutions without knowing the country of origin. Students then attempt to identify the type of system from its written constitution.

– Have students develop a chart to classify the legal systems of various countries. Students then identify on a world map the countries in which each system is in effect.

– Have students analyse specific excerpts from the 1867 and 1982 constitutional documents to determine the basis for each and the different philosophies the documents reflect.

– Have students use case studies of important court rulings on federal and provincial powers since 1867 to chart Canada's progress towards legal independence.

– Present students with current or recent constitutional cases before the Supreme Court and have them attempt to resolve the cases.

– Identify an area of federal-provincial conflict (e.g., treaty making) and have students develop a list of arguments for both sides.

– Have students investigate a recent major legal change to assess the social, political, and legal forces that produced the new law.

– Have students write a "Handbook for Lobbyists", identifying and detailing the steps in the process of effecting a legal reform.

– Use school or local examples, where possible, to have students evaluate various methods of achieving policy or law reform (e.g., individual action, interest groups, lobbying).

– Have students examine some recommendations of the federal and provincial Law Reform commissions, with particular emphasis on those recommendations that have been adopted by Parliament, the Ontario Legislature, and the courts, to evaluate the effectiveness of the commissions in facilitating change and reform.

– Have students analyse the role of judges who break with tradition and establish new precedents. Historic individuals and cases include: Lord Atkin; Donoghue *v.* Stevenson; Lord Edenborough; Regina *v.* Sutton; Supreme Court of Canada, Regina *v.* Sault Ste. Marie.

Unit 2.
The Criminal-Justice System

Description

In this unit, students examine the purposes and processes of the criminal-justice system with a focus on the causes of criminal behaviour and the ways in which Canadian society attempts to control it. Various methods of dealing with criminals are studied in order to evaluate the strengths and limitations of our system. This investigation should help students appreciate the complexity of determining suitable penalties for violations of the law.

Content

a) The nature of crime

– sources of criminal behaviour

– purposes of criminal law

– legal definitions of crime

– types of crimes

b) Methods of adjudication

– historical methods of determining guilt or innocence (e.g., trial by combat, by ordeal, by inquisition)

– the Canadian criminal-trial process (the adversary system, the burden of proof, the role of the judge and the jury)

– the rules of evidence

– alternative methods of adjudication

c) Principles of sentencing

– types and purposes of sentencing

– considerations in sentencing convicted criminals

– the penal system *versus* alternative means of dealing with convicted criminals

– considerations in dealing with young offenders

Sample teaching and evaluation strategies

– Have students work in groups to clip from recent publications examples of a variety of criminal activities. The students note why the activities are criminal and what rights need to be protected. Teachers evaluate the collection and have the groups develop a chart categorizing the types of crimes.

– Have students do research to find examples of the use of criminal law to control certain activities (e.g., gambling, drug abuse, or alcohol consumption). Students discuss the social origins of the activities and assess the impact of various laws on social problems.

– Have students examine the Criminal Code to establish its scope and determine its purposes.

– Give the class a list outlining the criteria of eligibility and non-eligibility for jury duty and a description of the juror's role. Students then determine the reason/rationale for each of the criteria.

– Have students stage a mock trial by assuming various roles in a simulated court case. A lawyer could be invited to act as judge and present his or her ruling, complete with rationale.

– Have students work in small groups to simulate a jury's attempt to reach a unanimous decision on a criminal case.

– Have students research famous controversial criminal cases and assess the justness of the trial and verdict.

– Give students a list of definitions of such scientific areas of expertise as polygraph testing, forensic science, hypnosis, and pathology. Students then chart the contributions each discipline makes to the judicial process.

– Have the class attend a trial and use worksheets to identify such things as court procedures, the role of the various officials, and the rules of evidence.

– Provide students with case histories of convicted persons. Students then decide on appropriate sentences.

– Have students research the history of criminal punishment up to the present time in order to identify changing attitudes.

– Have students compare how a young person in trouble with the law and an adult offender are treated and assess the differences.

Unit 3.
Human Rights and Freedoms

Description

In this unit students focus on the importance of human rights and the need for some balance between individual freedom and social responsibility. The status of human rights in Canada is compared with that in other countries to illustrate both the variety of possible approaches to human rights and the complexities and limitations of this area of law.

Content

a) Concept of human rights

– the meaning of legal rights, privileges, and duties

– types of human rights and their relation to civil rights

– limitations on civil rights

b) Human-rights laws in Canada

– the Canadian Charter of Rights and Freedoms: its meaning, limitations, court rulings

– the War Measures Act and national emergencies

– provincial human-rights codes

c) Citizenship

– the meaning of citizenship: its rights and responsibilities

– ways in which citizenship may be acquired and lost

– the mobility rights of Canadian citizens between provinces

Sample teaching and evaluation strategies

– Have students examine various charters of rights (e.g., the United Nations Declaration of Human Rights, the American Bill of Rights, the Canadian Charter of Rights and Freedoms) and compare the types of rights protected and the extent of the protection. Students then identify the rights that are considered absolute or inalienable.

– Have students brainstorm a list of activities and liberties and decide which deserve legal protection and which do not.

– Have students examine case studies or watch a video program about a civil-rights issue in order to see what limitations on civil rights may be necessary and why.

– Select a current issue in human rights that reflects a conflict of societal values and have students identify the threatened value(s), propose a possible resolution, and project the implications of this decision for the future. Students then consider an example in which both the conflict and the resolution are stated and analyse the possible implications of the decision.

– Conduct a class discussion of the "no-law state" and follow up with a debate. The topic might be either "Law is a vehicle for liberty within a society", or "Law is an obstacle to liberty within a society".

– Have students study landmark legal decisions (e.g., the case of Irene Murdoch) in order to identify the issues involved, the philosophy reflected by the law, and the changes that took place as a result.

– Develop a list of types of discrimination and have students decide which should be legal and which should be outlawed. Student decisions should be compared with existing legislation.

– Have students evaluate the scope and effectiveness of legal protection and rights for women and Native people.

– Have students analyse the meaning of the phrase "national emergency" and the merits and demerits of using emergency laws to suspend civil liberties, with reference to such events as the internment of Japanese Canadians in 1942 and the 1970 October Crisis.

– Have students compare the rights of citizens in a variety of countries in order to produce their own definition of the word "rights".

– Have students analyse the oath of allegiance to assess its meaning and its implications for citizenship.

– Have students attend a citizenship court, fill in a questionnaire on procedures, and write an evaluation of the event.

– Have students examine case histories of some minority groups in Canada (e.g., the Amish, the Doukhobors, the Jehovah's Witnesses) who have claimed exemption from the obligations of citizenship. Students then assess what obligations citizens should have and what exemptions should exist.

– Provide examples of discrimination against citizens from other provinces and have students apply the mobility rights of section 6 of the Charter of Rights and Freedoms to the cases.

Unit 4.
Law and the Economy

Description

In this unit students explore the problem of finding a correct balance between the stimulation and the control of economic activity. The dual role of government in promoting and regulating economic growth is reflected in legislation governing trade, labour, management, the marketplace, and the environment. As students are increasingly involved in the economy, they will become more aware of the extent to which legal intervention permeates every facet of the Canadian economy. This aspect of law should be more evident to students as they identify their potential roles in the business and consumer worlds.

Content

a) Legal controls and incentives

– legislation that affects the economy

– national, provincial, and local policies that affect the economy

b) Legal controls on trade

– export/import legislation

– customs duties and tariffs

c) The regulation of labour and management

– the collective-bargaining process

– the pay-equity issue

– arbitration and injunction

– the public and private sectors

d) Protection in the marketplace

– laws to control quality (e.g., the licensing of individuals, premises, and the media)

– laws to control quantity (e.g., marketing-board quotas and industry licences in such areas as tobacco, taxicabs, street vending, commercial fishing)

e) Protection of the environment

– the ongoing monitoring of industry

– specific clean-up orders

Sample teaching and evaluation strategies

– Have students examine a piece of legislation designed to affect the Canadian economy (e.g., a quota policy, an industrial-incentive policy, a law to create a marketing board) to determine its aim and the reason for its enactment as a law. Students then try to predict the effect of this law on the economy.

– Have students identify an area of the economy that is suffering and draft legislation to help effect a remedy.

– Select an industry that is directly affected by import/export legislation and have students identify an economic need for such legislation and the effects of the legislation on the community.

– Divide the class into two groups, one of which assumes the role of legal counsel to labour, while the other takes the role of legal counsel to management. Each group then examines the legal protection provided to its client under Canadian legislation on union certification.

– Have students review an example of back-to-work legislation and identify the implications of this for the collective-bargaining process.

– Invite people from the community whose economic activity is licensed by the government to talk to the class, and have students prepare questions concerning licence-application procedures and the advantages/disadvantages of licensing the portion of the marketplace in question.

– Have students develop a set of criteria for licensing a presently unregulated area of the economy (e.g., baby sitters).

– Have students research the issues involved in a conflict between environmental concerns and the economic survival of a particular industry. Students then develop and administer a questionnaire requesting the views of the local community on this issue. The findings could be forwarded to the appropriate environmental agency and to the industry involved.

– Have students debate the positive and negative economic effects of pay-equity legislation.

Unit 5.
Law and the World Community

Description

In this unit students explore the origins, aims, principles, and problems underlying the legal interaction, co-operation, and conflict among nations. The institutions and agreements set up to regulate international relations between nation states are also examined. Students should come to appreciate the scope and limitations of the law as a means of resolving international conflicts and problems. An awareness of the global aspect of law should increase student interest in international legal affairs and enhance their awareness of themselves as "world citizens".

Content

a) Sources and uses of international law

– the United Nations Charter and Organization

– the World Court

– international conventions and treaties

– territorial disputes, boundaries, and international zones

– war crimes and crimes against humanity

– the problem of international terrorism

b) Current concerns in international law (select at least three topics)

– the use of international boycotts and sanctions

– the ownership of world resources

– cross-border pollution

– citizenship and immigration

– terrorism

– human rights

– the regulation of international trade and investment

- diplomatic immunity

– extradition

- refugees and political asylum

Sample teaching and evaluation strategies

– Have students work in groups to examine such examples of international law and law courts as the *jus gentium*, the Congress of Vienna, the Treaty of Versailles, the League of Nations, the Geneva Convention. Students then identify the areas of concern that produce international law.

– Have students investigate and assess the Nuremberg and other postwar tribunals and explore later cases in which the rules developed in these tribunals have or could have been applied.

– Have students analyse the 1982 Law of the Sea treaty for its potential future impact.

– Have the class study voting patterns on issues of major importance for the five permanent members of the UN Security Council in order to draw conclusions about the legal interests of each nation. Students then predict how the nations would vote on a series of hypothetical issues.

– Have students debate the following: "National interests are an impediment to the enforcement of international law."

– Have students examine a variety of territorial disputes and evaluate how these have been resolved in light of international law.

– Have students work in groups to compare arbitration, negotiation, adjudication, and force as methods of solving international disputes. One example could be the Falkland Islands war.

– Have students examine specific cases involving refugees and/or war criminals in order to develop criteria for distinguishing between people who should be returned to another country and those who should be permitted to stay.

– Have students research various environmental and economic problems in order to assess the feasibility of legal solutions to the problems.

– Have students contact an agency such as Amnesty International for materials and information. Using this material as a basis for further research, students then analyse the role, methods, and effectiveness of the agency and present their findings in the form of a research paper.

– Select a current international legal issue and have students write a paper presenting the arguments for both sides.

– Have the students evaluate the following law-enforcement tactics: sanctions, boycotts, world opinion, force, peacekeeping units. Students then rank the tactics in order of importance and establish and explain the criteria for their evaluation.

Unit 6.
Current Issues in Canadian Law

Description

In this unit students examine current issues of concern both to lawmakers and to the general public. Students apply to consideration of these issues the skills, understanding, and attitudes acquired in the previous units. The examples chosen should demonstrate the complexity that frequently characterizes issues and should also exemplify the relationships among social, economic, political, and technological changes and future legal reforms. This investigation should help students develop the ability to make informed speculations about current legal issues and future trends.

Content

Select at least four issues. Some examples are:

a) The sanctity of the person

– the definition of a person and its relevance to issues concerned with human life and death

– the right to reproduce

– the right to refuse medical treatment

– the legal regulation of organ transplants

b) Privacy

– the control of data banks and use of identification numbers

– protection against sexual harassment

– the right to know: freedom of information

– the confidentiality of credit ratings

– protections against wire tapping and other types of electronic snooping

– protections against media publicity

c) The law and technology

– computer crime and fraud

– theft of information

– the illegal use of electronic payments and transfers

– infringements of copyright and patents

– industrial espionage

d) The limits of legal liability

– negligence and the standard of care

– professional malpractice

– product liability

– types of damage

e) Impaired driving

– the definition of impairment

– the issue of self-incrimination

– the driving laws of Canada

– the consequences of impaired driving

f) Children and the law

– the legal status of children

– the rights and responsibilities of parents

– the legal rights of children

– the legal status of adults: the age of majority

– the laws relating to child custody

g) Women and the law

– reforms in family law

– the legal status of women

– affirmative-action programs

– the concept of equal pay for work of equal value

– protections against sexual harassment

h) The cost of justice

– the cost of legal advice

– the length and cost of trials

– the provision of legal aid

– the expense of enforcing legal judgements

Sample teaching and evaluation strategies

– Have students examine current medical developments that generate legal issues (e.g., life-support systems, embryo transplants). Students then develop a values matrix for examining these issues.

– Have students prepare an oral report on the provisions and implications of the Human Tissues Gift Act (section 251 of the Criminal Code).

– Have students discuss the circumstances under which a person could and/or should be forced to accept medical treatment (e.g., alcohol or drug addiction, mental illness) and examine the provisions of the BC Heroin Treatment Act and the Ontario Mental Health Act in the light of the discussion.

– Have students discuss how section 7 of the Charter of Rights and Freedoms may alter the historical concept of forced medical treatment.

– Have students discuss how such legislation as the Criminal Code or the Consumer Reporting Act limits the rights of the individual.

– Have students discuss the competing claims of the individual's right to privacy and the state's need to detect crime and maintain security. Students then develop a class list of rules governing the right to privacy.

– Have students develop a chart on the use and abuse of social-insurance numbers.

– Have students examine selected case studies to determine how technology-related crimes have been committed and to assess the resulting economic impact.

– Have students examine both existing legislation (e.g., the Criminal Code, the Communications Act, the Copyright Act) and reports from the Law Reform Commission. Students then discuss the adequacy of such legislation to guard against technology-related crime and suggest additional laws to fill in gaps in the legislation.

– Invite an expert in the computer field to talk to the class about security problems and possible solutions.

– Have students examine laws dealing with a current issue and decide how the law may need to be changed.

– Have students work in groups to prepare a panel discussion, audio-visual item, or debate on a current issue to present to the rest of the class.

– Invite a series of guest speakers representing a cross-section of views on a current issue to talk to the class and to answer students' questions.

– Have students compare the ways in which the laws of different countries deal with the same current issue.

Politics

Rationale

"Politics" at the OAC level should help students develop an understanding of the operation of political institutions and systems and of the ways in which individuals and groups translate political knowledge, skills, and attitudes into a wide range of action.
An increasing number of groups in our society are demanding a greater voice in political decision making. At the same time, while some individuals are intensely interested and active in politics, others are dissatisfied and disillusioned with the political process. Whatever the individual reaction, it is clear that politics pervades our society and touches practically every aspect of our daily lives.

A study of politics based on the concepts, structures, and methods of the discipline of political science should provide students with the intellectual framework and skills necessary to understand and analyse the broad spectrum of human political behaviour.

Aims

This course shall assist and encourage students to:

– increase their understanding of the political process;

– develop an understanding, to a degree that will enable them to pursue university-level studies in the social sciences and humanities, of the concepts and methods of the discipline of political science;

– acquire the ability to translate political knowledge, skills, and attitudes into personal actions;

– increase their ability to conduct independent research into significant examples of political activity and to communicate their findings in the form of research papers;

– undertake the tasks of a disciplined and rigorous approach to political scientific study;

– develop self-confidence and self-esteem;

– increase their ability to use cognitive skills, particularly in the analysis and critical assessment of the media (e.g., newspapers, television, and public-opinion polls) utilized by political decision makers and political scientists.

Units

A.	**The Sociocultural Basis of Politics**
1.	Political Culture and Socialization
2.	Political Communication and Participation
B.	**Political Processes and Groups**
3.	Pressure Groups
4.	Political Parties
5.	Political Elites
6.	Electoral Systems and Voter Behaviour
C.	**Political Institutions**
7.	Executives
8.	Legislatures
9.	Bureaucracies
10.	Judiciaries
D.	**The Territorial Dimension of Politics**
11.	Regionalism
12.	Federalism
13.	Local Politics and Government
E.	**Policy Issues**
14.	Foreign Policy
15.	Health-Care Policy
16.	Environmental Policy

Special Considerations

Teaching strategies

It is assumed that, in most classrooms, the teacher will employ a variety of such standard instructional techniques as the Socratic lesson, the seminar, and the student presentation. The sample strategies outlined in the guideline, while not all-inclusive, are intended to supplement these traditional approaches by providing the teacher with alternative methods of dealing with a particular topic.

Evaluation

A number of assessment procedures should be used to evaluate student achievement in an OAC. Although teachers are encouraged to experiment with a variety of procedures, the following shall be included among them: formal examinations, tests, at least one research paper, one seminar presentation, one independent study unit, and class work.

Course design

This course is constructed to allow the teacher flexibility in course design. It will also permit the teacher to give politics a variety of emphases. Each unit could concentrate solely on Canadian politics, or it could be made comparative. The objects of comparison could also vary: Canada could be compared to the United States or to some other nation; liberal democracies could be compared to socialist democracies; developed nations could be compared to developing nations.

This course provides sixteen units ranging from an examination of political culture to explorations of specific, recurring policy issues in politics. The units are organized under five sections:

A. The Sociocultural Basis of Politics

B. Political Processes and Groups

C. Political Institutions

D. The Territorial Dimension of Politics

E. Policy Issues

A suitable course will consist of eight to ten units. At least two units must be selected from each of sections A to D. At least 20 per cent of the total course time must be allocated to each of these sections. Section E, "Policy Issues", may be covered as a separate section or integrated into the other sections. The policy issues described are intended as suggestions only; individual schools should decide which policy issues to cover. The choice of issues should focus on policy areas that best illustrate political processes and that students find relevant.

In the descriptions that follow, some units are outlined in greater detail than others. These units are assumed to be the ones most likely to be selected. However, teachers may use their discretion in the selection of topics for a given unit, since time, resources, or student needs may not permit the coverage of all topics described.

Sample course design:
Politics

A. The Socio-cultural Basis of Politics	B. Political Processes and Groups	C. Political Institutions	D. The Territorial Dimension of Politics	E. Policy Issues
1. Political Culture and Socialization*	4. Political Parties*	7. Executives*	11. Regionalism*	14. Foreign Policy†
2. Political Communication and Participation*	6. Electoral Systems and Voter Behaviour*	8. Legislatures*	12. Federalism*	

In this sample course, the eight units indicated by an asterisk (*) have been selected with a view to maintaining balance among the compulsory sections. Additional units (†) could then be developed from the remaining topics, or units already covered could be expanded into in-depth studies.

Prerequisites	– the successful completion of the requirements for a Senior Division social science credit at the advanced level of difficulty
Credits	– one
Course Code	– HPO

Major Objectives

Cognitive skills

Students should extend the cognitive skills acquired in the Senior Division and outlined in Part A, Appendix C, of this guideline. In addition, they should develop the ability to:

– make independent use of the library;

– apply inquiry skills to such community resources as social-service groups, interest groups, and individuals involved in political activity;

– communicate effectively in writing in a research paper based on primary and secondary resources;

– evaluate the decision-making processes of groups and individuals involved in political activity;

– make structured comparisons based on sophisticated generalizations and key concepts;

– use charts or other organizers to make judgements, based on defensible criteria, about political policies, issues, or actions;

– write short document analyses, book reviews, critiques, editorials, or other such expressions of opinion based on evidence.

Attitudes

Students should develop:

– appreciation of the need for systematic study and analysis of political activity;

– appreciation of the significance of political activity as a dynamic social force;

– awareness of the importance of both the individual and groups to the political process;

– self-confidence and self-esteem;

– willingness to translate their political knowledge and skills into action;

– appreciation of the diversity of opinion that is inherent in political processes;

– willingness to pursue an independent inquiry into political activity;

– awareness that political systems are in a constant state of change;

– appreciation of the ways in which policy changes generate new situations that themselves demand new policy initiatives.

Knowledge

Students should develop an understanding of:

– the processes by which political systems operate;

– such basic concepts of political science as leadership, power, representation, citizenship, legitimacy, and authority;

– the specific modes of inquiry and skills appropriate to political science;

– the processes by which political systems allocate scarce resources;

– the ways in which ideologies influence day-to-day politics;

– the processes by which citizens participate effectively in their society;

– the elements that influence the formation of individual political attitudes and opinions;

– the pressures upon societies (e.g., from regional interests, class conflicts) and the ways in which politics works to resolve competing claims;

– the institutions that form political systems;

– the importance of the public sector to various societies;

– the classifications of various political systems;

– the ways in which political power is wielded in a society by individuals and groups;

– the ways in which individuals, groups, and legislatures interact to create laws;

– the symbols and propaganda techniques employed by political systems.

Section A.
The Sociocultural Basis of Politics

Overview

The units in this section deal with the elements that influence the formation of individuals' political values, attitudes, and opinions and with the ways in which people participate in the political process. Key topics include: the values and attitudes of political systems, the agents and stages of political socialization, the forces that shape public opinion and govern the ways in which public opinion is measured, and the factors that determine levels of political participation.

Unit 1.
Political Culture and Socialization

Content

a) Political culture

– the influence on the formation of individual and group political attitudes of such internal and external geographic, economic, and historical forces as class, ethnicity, gender, and religion

– characteristics of political attitudes

– the underlying values and attitudes that determine and guide political behaviour in a society (In many Western societies, for example, a belief in popular sovereignty, political equality, and majority rule is taken for granted.)

b) Political socialization

– the agents of socialization (e.g., family, school, peer groups)

– the relative importance of these agents in shaping, transmitting, and interpreting political information, and thus shaping the individual's political values and attitudes

– the stages of socialization (e.g., at different phases of the life cycle and different levels of political sophistication)

Unit 2. Political Communication and Participation

Content

a) Political communication

– the shapers of public opinion (e.g., the political influence of the mass media, organized groups, political parties, leaders of opinion, and secrecy-of-information laws)

– the measurement of public opinion (e.g., through public-opinion polls or party political surveys)

– the influence of public opinion (e.g., the use that leaders, parties, and pressure groups make of information from polls and surveys)

b) Political participation

– the levels of political participation, including both "non-electoral" behaviour (writing letters to the editor, holding demonstrations) and "electoral" behaviour (exercising one's right to vote, being a candidate, holding office)

– the determinants of political participation (e.g., the degree to which such factors as personal inclination, class, sex, and availability of time and money account for the political activity or inactivity of particular groups or types of people)

Sample teaching and evaluation strategies, units 1 and 2

– Design a questionnaire to determine political attitudes (e.g., what students think of specific political leaders, parties, or issues) and have students individually and in groups discuss how they acquired their own political attitudes. Students then identify specific agents in our society that have transmitted political attitudes and values to them and rank these agents in order of relative influence.

– Have students discuss the importance of having a well-informed electorate and debate the issue of the ethical and practical consequences of a government policy of withholding information from citizens. Another possible debate topic might be: "Public opinion polls should not be published by the media during elections."

– Have students develop, conduct, analyse, and draw conclusions from a public-opinion survey. The survey might focus on either a school or a local community issue. Students' conclusions should include recommendations for action based on the results of the survey. Alternatively, students could examine a sequence of public polls (e.g., Gallup, Harris, Regenstrief, or Carleton) relating to one election and predict how specific parties will act, based on the poll results.

– Have students write an essay analysing and comparing the nature and use of political symbols or political propaganda in two political systems.

– Have students use a comparison chart or other organizer to analyse the amount, nature, and biases of coverage by different types of media for a particular issue for a specified time period. Students then discuss what their observations reveal about the role of the media in shaping public opinion and the impact of new technology on social attitudes and values.

Section B.
Political Processes and Groups

Overview

The units in this section move beyond the political attitudes and behaviour of individuals to consider the political role of groups and the nature and value of pressure-group politics. The role of specialized political groups (such as political parties) in a political system is a key topic, since not all individuals and groups are equally important in the political process; political leaders and/or elites have a preponderance of power and influence. Other important areas of investigation are the nature of electoral systems and the dynamics of elections as the most common vehicle for citizens to express their political views.

Unit 3.
Pressure Groups

Content

a) Types of pressure groups

– the vast range of pressure groups in society – from labour and business organizations to environmental and anti-nuclear groups

– classes of groups (by origin, purpose, structure, etc.)

b) The role of pressure groups

– pressure groups as mechanisms for expressing various demands

– pressure groups as agents of the state (e.g., to help administer some policy areas and disseminate policy information to their members)

c) Pressure-group strategies and tactics

– factors that contribute to the success or failure of pressure groups (monetary resources, prestige, skill, types of strategies used – e.g., briefs, direct contact)

– the degree to which pressure groups have been accepted by government

d) The value of pressure groups

– the rising importance of pressure groups

– the degree to which pressure groups complement or subvert the workings of representative systems

Unit 4.
Political Parties

Content

a) The types of party systems

– different types of party systems (e.g., single-party, two-party, multi-party) and the relative merits of each

– the reasons why different types of systems have developed

b) The role and function of political parties

– the major goal of political parties (i.e., to gain and hold political power)

– subsidiary roles of political parties (e.g., recruiting candidates, organizing – or aggregating and integrating – the wide range of interests in a society into a voting coalition, acting as instruments of political communication and education)

c) Political ideology and political parties

– the ideological underpinnings of political parties

– the ways in which such ideologies as liberalism, socialism, conservatism, and communism are translated into party-political positions

d) Party structure and organization

– the differences between various types of political-party structures (e.g., cadre or mass)

– the relationship between parties' structural characteristics and their ideological positions

e) Party leadership

– the ways in which political parties select their leaders

– the importance of the leader in various types of political parties

Unit 5.
Political Elites

Content

a) The definition of an elite

– the various ways of defining the relatively small group or groups in any political system that have a large say in political decision making

b) Types of elites

– the range of elites that are said to exist in any society (e.g., political, bureaucratic, labour, business, religious, judicial)

– the political influence of various elites, the linkages between them (if any), and the degree to which a ruling elite or elites could be said to exist in Canada

c) The value of elites

– arguments and evidence for and against the propositions that elites are (i) inevitable and (ii) compatible with liberal-democratic values and structures

Unit 6. Electoral Systems and Voting Behaviour

Content

a) The functions of the electoral process

– the main functions of an electoral system (e.g., to legitimize rulers, to provide for an orderly leadership-succession process, to institutionalize the periodic review of government)

b) The types of electoral systems

– the various types of electoral systems (e.g., single-member, simple-plurality, proportional-representation)

c) The mechanics of elections

– the drawing or revising of electoral boundaries

– the timing of elections

– the process of enumeration

d) The dynamics of elections

– the ways in which elections are financed and electoral campaigns are organized and conducted

e) The outcome of elections: voter behaviour

– the relative impact on voter behaviour of such factors as election campaigns, voters' parents' party loyalties, ethnic origin, religion, and socio-economic group

Sample teaching and evaluation strategies, units 3-6

– Invite a representative of a local political party (e.g., a politician or party organizer) or activist group (e.g., women's rights, cultural, or religious) to speak to the class about his or her organization and the political strategies and tactics it employs.

– Have students analyse either the statement "Pressure groups are necessary in a democratic society" or the statement "Elites are inevitable, even in a democratic society".

– Have students use charts or some other type of organizer to compare the platforms of the different political parties that contested a recent national or provincial/state election. The organizer could then serve as the structural basis for an analytical paper. Alternatively, have students conduct the same sort of study but focus on a comparison of a single party's platform in several successive elections.

– Have each student select a different pressure group and analyse it by identifying the group's type, motives, and tactics. Students then prepare and conduct seminars to compare their observations and the relative influence of each of the groups. Generalizations about the role of pressure groups in society could be developed from the combined results.

Section C.
Political Institutions

Overview

The units in this section deal with the process by which political attitudes and interests are converted into action. This process is examined in the light of the general proposition that policies are initiated by political executives, refined by legislatures, applied by bureaucracies, and adjudicated by judiciaries. (It is, of course, not always possible to separate the various stages in the process so neatly, but this sequence is observable in many political systems.)

Unit 7.
Executives

Content

a) Types of executives

– the differences between formal executives (e.g., a monarch, a governor-general) and political executives (e.g., a president, a prime minister)

b) The roles and functions of political executives

– the major roles and functions of executives, with particular emphasis on the initiation of policies, the management and supervision of the bureaucracy, and the leadership of a political party

c) Members of the executive

– the way in which a chief executive constructs a cabinet within the constraints of interests that must be represented, qualifications of candidates to hold particular portfolios, etc.

d) The organization of executives

– the ways in which executives are organized into such units as cabinets and cabinet committees

– the advisory groups used

– the way in which legislation is dealt with

Unit 8. Legislatures

Content

a) Types of legislatures

– the different types of legislatures (e.g., unicameral, bicameral)

– the function and value of upper chambers

b) Roles and functions of legislatures

– legislatures' influence on and monitoring of government policy

– legislatures as a forum for the views of individuals and groups

– legislatures as instruments for showcasing government policies and achievements

– legislatures as legitimators of the type of rule

c) The organization of legislatures

– the officials, rules and procedures, and structures (e.g., committees) of legislatures

– the procedure by which legislation is passed into law

d) The decline of legislatures

– the arguments and evidence for and against the proposition that legislatures are becoming less influential relative to executives

Unit 9. Bureaucracies

Content

a) The growth of bureaucracy

– the reasons why the large, expert public bureaucracies that are characteristic of most modern states have developed and the process by which they have done so

b) The structure of bureaucracy

– the organizational principles that govern bureaucracies (e.g., span of control and chain of command)

– the types of bodies bureaucracies include and/or generate (e.g., departments, Crown corporations, regulatory boards and commissions, royal commissions, task forces)

c) The bureaucracy and politics

– the relationships between:

i) the bureaucracy and other elements in the political system (e.g., the executive and pressure groups)

ii) different bureaucracies at different levels of government within one country

d) Civil servants

– methods of recruitment and training of public servants

– the political and collective-bargaining rights of public servants

e) The control of bureaucracy

– methods of controlling bureaucracies (e.g., politically through ministers and cabinets; financially through auditors-general; legally through judicial review of administrative decisions)

Unit 10. Judiciaries

Content

a) The nature of law

– the relationship between law and the political processes and legislative bodies that produce it and the judicial institutions that uphold, interpret, and modify it

b) Law and political change

– the role of the law in accommodating peaceful change through:

i) constitutional adjustments

ii) rules and decisions that regulate individual behaviour

c) Civil liberties

– the role of the law in protecting individuals from the excesses of the state through such devices as the Charter of Rights and Freedoms and the Bill of Rights

Sample teaching and evaluation strategies, units 7-10

– Have students compare the Canadian and American processes of cabinet selection and determine what this reveals about the similarities and differences between the two political systems.

– Work with the class to develop a comparison organizer to measure the relative powers of legislatures and executives.

– Have students analyse the interaction between the executive and the bureaucracy by investigating specific details of the relationship between ministers and deputy ministers.

– Have students compare and contrast the role of the judiciary in making public policy in Canada and the United States.

– Help students prepare for an analysis of a parliamentary debate by examining a key issue and using an organizer to identify alternatives and the criteria for judging among them (see Part A of this guideline for specific examples of organizer formats). Students then use a similar blank organizer to gather information from an actual televised parliamentary debate on the key issue already explored. Students should note specific statements (e.g., preferred alternatives or the criteria emphasized by a given politician or party). Students could use the completed organizers to draw conclusions about the ways in which the political parties are dealing with the issue and follow up these conclusions by seeking data and forming hypotheses to account for a party's choice of stance.

Section D.
The Territorial Dimension of Politics

Overview

The units in this section deal with the influence of regionalism on politics. The various types of regionalism, how they have come about, and how they manifest themselves politically are examined, and ways of accommodating regional concerns (through various types of federations, systems of local government, etc.) are explored.

Unit 11.
Regionalism

Content

a) Types of regionalism

– the various types of political regionalism (e.g., sub-provincial regionalism – northern Ontario, eastern Ontario; supra-provincial regionalism – the West, the North, the Maritimes; international regionalism – the European Economic Community)

b) Factors determining political regionalism

– the factors contributing to the development of regional political identities (e.g., economic, ethnic, linguistic, religious)

c) Regional political protest

– moderate ways of expressing regional political disaffection (e.g., minor protest actions, voting for third or regional political parties)

– extreme ways of expressing regional political disaffection (e.g., campaigning for separatism, waging civil war)

Unit 12.
Federalism

Content

a) Definition of federalism

– the origins of federalism

– types of federations and significant ways in which they differ from unitary states

– federations as ways of accommodating regional differences within states

b) Federal constitutions

– the division of powers among levels of government

– provisions for ensuring provincial/state representation at the national level

– provisions for constitutional change to adjust to societal developments

c) Intergovernmental relations

– mechanisms governing and facilitating relations among:

i) provinces/states

ii) provinces/states and the national level of government

d) Federalism and democracy

– arguments for and against the proposition that a federal political structure is compatible with ideas of majority rule and political equality

Unit 13.
Local Politics and Government

Content

a) The purpose of local government

– reasons why local governments are necessary (e.g., to accommodate regionalism, to enhance local democracy, to ensure the efficient delivery of government services)

b) The problems faced by local governments

– the fundamental problems faced by local governments in the area of social services

– the relationship between many of the problems of local governments and the process of urbanization

c) The politics of regionalism

– the factors that led to the creation of regional and metropolitan governments

– the difficulties faced by regional and local governments

– the criticisms that are now being made of this level of government

d) Types of local government

– the various types of local governments (e.g., city manager *versus* mayor-and-council systems)

– divisions within local governments (e.g., boards of education and city councils)

– mechanisms through which local governments interact with higher levels of government

e) Politics at the local level

– the role of pressure groups, parties, and elections at the local level

Sample teaching and evaluation strategies, units 11-13

– Have each student prepare a manifesto for a regional protest group, using either Canadian or international examples. Students then compare their manifestos to those of their classmates and to actual manifestos that reflect the interests of specific regional groups.

– Have students analyse the statement, "Canada should be a unitary state".

– Have students attend meetings of their local council or school board to observe the range of issues discussed and the decision-making processes utilized. Alternatively, local politicians and officials could be invited to speak to the class about their roles and functions or a recent local issue.

– Have students role play the key actors at a council meeting dealing with a current local issue. A local civic official could be invited to observe and comment on the decision-making processes used and the resolution achieved.

Section E. Policy Issues

Overview

The units in this section focus on some policy areas (e.g., foreign policy, health-care policy, environmental policy) that a political system must address. Other policy areas could be used to supplement those suggested here; or students may be given the opportunity to choose a policy area that interests them and asked to consider it in the light of what is being learned at each stage of the course.

Unit 14.
Foreign Policy

Content

a) External factors

– the external factors affecting foreign policy (e.g., a nation's position at the global, regional, or bilateral-system level)

b) Internal factors

– the internal factors affecting foreign policy (e.g., a nation's geographic size and position, natural resources and economic potential, foreign-policy history, ethnic and religious composition, and patterns of foreign trade)

c) The political system and foreign policy

– the role played in formulating foreign policy by chief executives and cabinets, parliamentary and public opinion, the bureaucracy, and provincial or state governments

Unit 15.
Health-Care Policy

Content

a) Health and its determinants

– the definition of "health"

– evidence for and against the proposition that most nations are in the business of curing illness rather than promoting health

b) Health and the policy process

– the interaction of the various political, bureaucratic, professional, and public interests that relate to health-policy matters

– the relative influence of these different interests

c) Medicare: pro or con?

– the benefits and drawbacks of systems of national health insurance (Medicare): evidence and arguments for and against

Unit 16. Environmental Policy

Content

a) Major environmental problems

– the politics behind some major environmental problems (e.g., problems specific to a region – such as the North; to a particular sector of the economy – such as the forest industry; or to a particular group affected by development – such as Native people)

b) Major arguments

– the range of arguments for and against development and protection

– the groups associated with each point of view

c) Environmental policies

– the various ways in which governments have responded to environmental pressure groups (e.g., by creating specialized ministries, by incorporating selected pressure groups into the policy process, by using environmental regulations to prevent or punish polluters, by using public subsidies to help certain industries correct problems)

Sample teaching and evaluation strategies, units 14-16

– Have students use a foreign-policy simulation game to examine both the domestic and the extra-national factors affecting the formulation of foreign policy.

– Have students compare the foreign-policy statements of two or more nations on the same issue and offer hypotheses about the reasons for each nation's stand. Students then research the actual basis for the positions to test their original speculations.

– Have students select a policy area of personal interest at the beginning of the course and keep a journal relating course topics to that selected policy area. Working in small groups, students then compare the results of their efforts.

– Set up a panel discussion on a convenient policy issue, inviting both policymakers and those affected by the policy to take part.

Economics

The OAC for economics is outlined in the business studies guideline.[3] The focus of the course will be on current economic issues and the framework needed to understand the economic goals of Canadian society. It will introduce such concepts as economic stability, growth, and stable currency.

Prerequisites	– the successful completion of the requirements for a Senior Division social science or business studies credit at the advanced level of difficulty
Credits	– one The credit earned in this course may, at the individual student's discretion, be used as (a) a credit in history and contemporary studies *or* (b) a credit in business studies. In addition, the credit earned may be counted as one of the eight required for concentration in business studies. This course may form part of a school's history and contemporary studies or business studies program.
Course Code	– HXE or BEC/CEC

3. Ministry of Education, Ontario, *Business Studies: Economics, Senior Division and OAC, 1986.*

Native Studies

The OAC for Native studies is outlined in the guideline *People of Native Ancestry, Senior Division, 1981*, beginning on page 7. Principals must ensure that the content covered in the OAC is different from that in a Senior Division course in Native studies offered in the school.

Prerequisites	– the successful completion of the requirements for a Senior Division social science credit at the advanced level of difficulty
Credits	– one
Course Code	– HNA

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